



**THE EFFECT OF USING ENGLISH MAGAZINE ON STUDENTS' ACHIEVEMENT
IN WRITING ANALYTICAL EXPOSITION TEXT AT SECOND GRADE STUDENTS OF
SMA ISLAM AL-ULUM TERPADU MEDAN**

THESIS

*Submitted to Faculty Of Tarbiyah Science And Teacher Training UIN SU as a
Partial Fulfillment Of The Requirement For The Degree Of Bachelor*

By:

SITI RUKMANA PANJAITAN

34.14.1.003

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA**

2018



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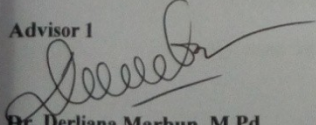
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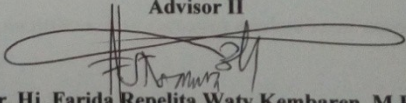
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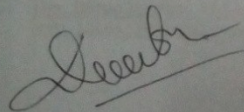
Assalamu'alaikum Wr.Wb

Dengan Hormat,

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya, terhadap skripsi mahasiswa a.n. **Siti Rukmana Panjaitan** yang berjudul: **The Effect Of Using English Magazine On Students' Achievement In Writing Analytical Exposition Text At Second Grade Students' of SMA Islam Al-Ulum Terpadu Medan** maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar sarjana (S.Pd.) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

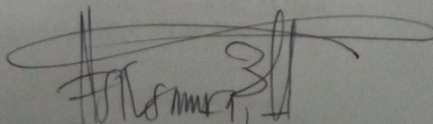
Demikian surat ini kami sampaikan, atas perhatian saudara kami ucapkan terima kasih.

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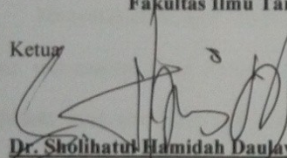
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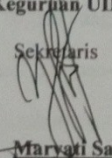
dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

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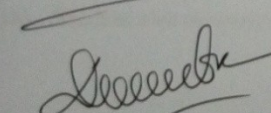
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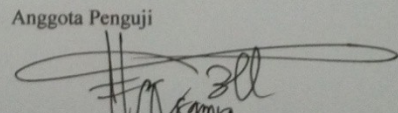
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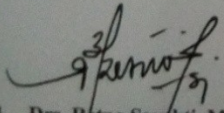

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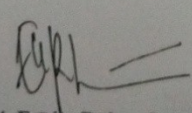

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Judul skripsi : **The Effect Of Using English Magazine On Students' Achievement In Writing Analytical Exposition Text At Second Grade Students' of SMA Islam Al-Ulum Terpadu Medan**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri. Kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila dikemudian hari saya terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh universitas batal saya terima.

Medan, 30 Mei 2018

Yang membuat pernyataan



Siti Rukmana Panjaitan

34.14.1.003

ABSTRACT

Siti Rukmana Panjaitan. 34.14.1.003. The Effect Of Using English Magazine On Students' Achievement In Writing Analytical Exposition Text At Second Grade Students' of SMA Islam Al-Ulum Terpadu Medan. Thesis. Medan. Faculty Tarbiyah Science and Teachers' Training

The aim of this research is to know the students' achievement in writing analytical exposition text that were taught by using English magazine media, to know the students' achievement in writing analytical exposition text that were taught by using conventional media and to find out whether there was significant effect on the students' achievement in writing analytical exposition text at second grade students' of SMA Islam Al-Ulum Terpadu Medan in 2017/2018 academic year, the research methodology of this research was a quantitative research, which conducted the experiment and control class. The population of the research was second grade students of SMA Islam Al-Ulum Medan, the number of students were 53 students consist of two classes. The experiment class (XI IPA) was 30 students and control class (XI IPS) was 23 students as sample. The researcher gave writing test to collect the data. There were two test; pre-test and post-test. The formula that used to analyze the data was t-table. The researcher found that the mean of pre-test in experiment class was 61.7 and control class was 60. Mean of post-test in experiment class was 78.9 and control class was 63.65. it was found that $t_{\text{observation}}$ was 12.09, whereas the t_{table} was 2.009 for $\alpha = 0.05$. The $t_{\text{observation}}$ was higher than t_{table} ($12.09 > 2.009$), so H_a was accepted while H_o was rejected. It means that there was significant effect of using English magazine on students' achievement in writing analytical exposition text.

Key words : English magazine media, Achievement, Analytical Exposition

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In the name of Allah, the beneficent, the merciful.

Praise be to Allah, the cherisher and Sustainer of the world, who has given the writer many things such as chance to learn, strength, motivation, and guidance for the writer, therefore this paper can be finished thoroughly. Peace and blessing be upon to Prophet Muhammad SAW, his families, his relatives, and all followers.

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Finally, the writer realizes that this paper is far from being perfect and to suggestion and correction. It is a great pleasure for the writer to receive critics and suggestions in developing this research and it will has some values for the writer and for a better thing in the future. Hopefully this thesis may give the advantages for all.

Medan, 31 Mei 2018

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34.14.1.003

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is very important for human life, because language is human's tool to get communication with other people in their life. Without language human can reveal their feelings, asking something, sending and asking for helping from others. There are so many kinds of language in this world. English is one of them and it become an international language. English nowadays has been used worldwide in formal and non-formal communication. The written information on the development of science and technology, and other scientific knowledge can be accessed at ease for those who speak the language. In the context of education, it is also with remembering the most exams, whether they are testing foreign language abilities or other skills, often rely on the students writing proficiency in order to measure their knowledge.

In English teaching and learning process, students are expected to master four English skills namely listening, speaking, reading, and writing. Writing is one of English skill which is very important to be mastered. Writing is one of the forms of communication : people can express their ideas, opinions, experience and information with it. According to Pardiyono (2007), writing is a linguistic competence that is expressed in written form. It is a medium of communication that represents language through the inscription of sign and symbols.¹ Ideas must be transferred well

¹<http://en.wikipedia.org/wiki/writing>

by the writer to the readers, because the writers doesn't face the readers directly, so being a good writer requires competency in writing. Any mistake or structural error will bring the readers to a different understanding, if it happens the ideas of the writer can not be transferred well.

Hyland (2002 : 69) states that writing is one of the main ways that we create a coherent social reality through engaging with others, both personally and professionally. Writing is away of sharing personal meanings, and writing course emphasizes the power of individual to construct his or her own views about the topic.² It means that through writing, people can convey their intention toward something by including their thoughts of it. Writing is one of the ways for human to express and share the ideas, thoughts, or experiences with others in the form of written language, so people may write for many different purposes. Similarity or differency of texts determined by the socio-cultural purposes they are intended to serve and the ways they are structured to achieve is called genre.

One of the genre which can be used to respond the event, case or phenomenon in daily life is analytical exposition. People like to share their point of view to others about what happen around them. They may write a letter or use e-mail to tell what they think about the case that happening. In this context, they will use analytical exposition to achieve the purpose of the writing. It is considered important to be included in curriculum because it will be used frequently.

According to Harmer (2013 : 31), writing as one of the four skills has always formed part of the syllabus in teaching of English.³ In the

²Key Hyland, *Teaching and Researching Writing*, (Great Britain : Pearson Education, 2002) , p. 69

³Jeremy Harmer, *How to Teach Writing*. (Great Britain : Pearson Education, 2013), p. 31

syllabus of English subject on the curriculum KTSP, students in the senior high school are expected to be able to comprehend the writing skills well. One the indicators of the curriculum that is a student must be able to write well in English. For written language, they are expected to be able to write text of narrative, recount, descriptive, procedure, news item, report, analytical exposition, hortatory exposition, spoof, explanation, and review. The study focus on students' achievement in writing a good analytical exposition. In this study the researcher focus on the analytical exposition text.

Analytical is the important genre, this genre not only about how to put words in written but also how to devise their idea, message, suggestion, information, and persuasion correctly in a text, in a particular criteria so the readers can catch the message and the information. In delivering information and persuasion to the readers, the writer should be able to put them in writing form briefly and clearly.

Many students actually already used the analytical exposition in their daily life but they didn't realize it. Mostly they used analytical exposition in spoken, they tell the hot issue with their friend by using analytical exposition. Nowadays analytical exposition often used and have many benefits to people in global era. In this time, many people used social media to share hot issue or trending topic in every single day to their friends through social media account. In this case, they use analytical exposition for sharing them. It proved that analytical exposition is important to know and to master especially in the second grade of senior high school based on curriculum KTSP.

In the school there are facilities that support the learning process, for example language laboratory. By using this facilities, the students are expected to be able to write, but in reality the students still have difficulties in learning process. In general, the students had difficulties in writing. Most of the students thought that writing is difficulties. The student didn't know what kind of text that they write, it made the student achievement in writing is low, not only that the writer also found that student hard to found and organized their ideas. Beside that, they also had diffuculties in grammar knowledge, lack of vocabulary and had a low understanding of text genre which they have to write. This problem can be happened because the teachers doesn't use media in teaching, and it become monotonous. Therefore, media is one ways that can be used by teachers to solve the problem, specially the students will be more easily to arrange the sentence.

A good way for improving students' writing is by using media. Media is medium. It means of communication and source of information. Derived from Latin word meaning "between", the term refers to anything that carries information between a source and receiver. In this case, the writer use magazine especially english magazine to improve students achievement in writing analytical exposition text.

According to Merriam Webster, magazine is a publication with a paper cover which is issued regularly, usually every week or every month, and which contains articles, stories, photographs, and advertisements.⁴English magazine is one of the kinds of magazines. English magazine is great for learning English because they are portable (you can

4 Merriam Webster Dictionary

carry them around you), have short articles and easy to understand. The articles stated in English magazine used analytical exposition.

Related to the background above, by using english magazine in teaching writing, it will affect students's achievement in writing analytical exposition text on the second grade of senior high school in SMA Islam Al-Ulum Medan.

B. Statements of the Problem

Based on the background of study, the problem of study can be identified as follows:

1. The students' writing ability is still low.
2. The strategy or media that used by teacher has not been able to improve the students' writing ability.
3. The students are difficult to explore idea in writing analytical exposition text.

C. Research Questions

Based on the background of study, the problem is formulated as the following :
 "How far the significant effect of using English Magazine on students achievement in writing analytical exposition text?"

D. Purpose of The Study

The purpose of study is to investigate the significant effect of using English Magazine on students' achievement in writing analytical exposition text.

E. Significances of the Study

There are some significances of this research:

1. For the headmaster, the researcher hope that this research can be use by the headmaster to improve the learning process especially for English learning and also could be used as the references for the school.
2. For English teacher, as a contribution for them in improving and enriching their teaching strategies and as a means of improving the students “writing ability”, especially in writing analytical exposition text by using English magazine in order to decrease the problem of the study in the class.
3. For students, to develop their writing achievement especially in writing analytical exposition text through English magazine.
4. For the readers who are interest in concluding further study related to the improvement in writing analytical exposition text which can enlarge their knowledge about analytical exposition text.

F. Limitation of the Study

As mentioned on the background

of the study above, the English magazine is one of the alternative media that can be used by teacher in teaching writing analytical exposition text in classroom, the problem is limited on the effect of using English magazine on students’ achievement in writing analytical exposition text. in addition, the researcher focuses on the students at the second grade of SMA Islam Al-Ulum Medan

CHAPTER II

LITERATURE REVIEW

A. Review of Literature

This research is aimed to investigate the effectiveness of using English magazine on students achievement in writing analytical exposition text. Therefore, this chapter presents some theories of related literature and explains the related materials. The writer presents this study in order to strengthen the study so that the writer and the readers will have the same perception.

1. Students' Achievement

Achievement is derived from word "achieve" which means to gain something with effort. Achievement means something that has been done or achieved through skill and hard work. It is the result of what an individual has learned from some educational experiences or the successfulness of individual's experience in learning through special effort.⁵

Students achievement concerns with their result from learning process. The reader can measure the students achievement by their scores. The scores can be gained by giving some tests to them. Students' learning achievement can be observed by their learning ability in achieving of the study, and their outcomes exceed the standard values which have been set by the teacher. In realizing the students' achievement, especially for academic learning, the teacher can use

⁵Hakim, Christin , "*The Effect of Using SWELL Method on Students' Achievement in Writing Analytical Exposition Text*(2014) p. 8

media to help students in their learning process. In this case the efforts between teacher and students are needed to achieve their goals in academic learning.

In Taxonomy Bloom, there are three aspects of learning achievement such as affective, cognitive, and psychomotor. Cognitive consists of knowledge, application, analysis, synthetic, and evaluation. Application includes the methods on concrete case. Analysis includes combining the new things into the new understanding. Affective is the changing of behavior that affects someone lies to do something. There are acceptances by using their senses and responses, and decision, decide a problem with a simple up to complex. Psychomotor, the skill to do something ready to do it based on physic and emotion, self control and become a habit.⁶

Based on the opinions above, it can be concluded that achievement is the result, the successfulness, the extent or ability, the progress in learning education experiences that the individual indicates relation with his/her educational learning. Achievement concerns with what someone has actually learnt whereas aptitude is the potential for learning something. In other words, achievement is a success in reaching particular goal/status or standard, especially by effort, skill, courage, and so on.

2. Writing

a. The Nature of Writing

Allah SWT reveals about writing in Al-Qur'an.

Surah Al-'Alaq: 1-5

⁶<http://w>

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ① خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ② أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ③

الَّذِي عَلَّمَ بِالْقَلَمِ ④ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ⑤

Meaning: :

1. Recite! In the Name of your Lord, Who has created (2)Has created man from a clot (3) Recite! And your Lord is the Most Generous (4) Who has taught (the writing) by the pen [the first person to write was Prophet Idrees (5) Has taught man that which he knew not.

Surah Al-Alaq 1-5 is the first revelation received by Prophet Muhammad SAW. This is the first revelation revealed by Allah SWT to Prophet Muhammad SAW, and this also marks him as Prophet, the messenger of Allah, to all mankind. This revelation is a milestone in the changing world civilization. By presenting this verse then it changed the line of history of mankind. Changing from the jahiliyah in including the darkness of knowledge, to the capability era.

The fourth verse, Allah taught human with a pen. It means by pens human can write various kinds of knowledge; can express ideas, opinions, desires of his heart and also sharing new knowledge.

In the fifth verse, Allah taught man what he didn't know yet. Human born into the world in a state of not knowing anything. Step by step, Allah gives man the ability to observe everything by his eyes and hear with his ears, therefore with his ability human is able to reach the knowledge not only religious science but also other sciences which given by Allah directly to some desired people without going through learning.⁷

Surah Al-Qolam: 1-4

بِأَنفِ وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾ مَا أَنْتَ بِنِعْمَةِ رَبِّكَ بِمَجْنُونٍ ﴿٢﴾ وَإِنَّكَ لَعَلَى خُلُقٍ عَظِيمٍ ﴿٣﴾ وَإِنَّكَ لَأَجْرًا غَيْرَ مَمْنُونٍ ﴿٤﴾

⁷<http://>
accessed on 04^t

Meaning :

(1) Nun. By the pen and what they inscribe, (2) You are not, (Muhammad), by the favor of your Lord, a madman, (3) and indeed, for you is a reward uninterpreted, (4) and indeed, you are of a great moral character.

The Word of God: *wal qalami* (demi pena") outwardly, it appears that it is similar to the pen used for writing. As to the word of God which means: "Recite, and your Rabb is the Most Gracious that teaches [man] by the intercession of kalam. He taught human what he did not know. "(Al-'Alaq: 3-5). That is an oath from Allah Ta'ala as well as a warning to His creatures for what He has bestowed upon them, in the form of the teaching of the writings by which knowledge is obtained. Therefore he says: *wa maa yasthuruuna* ("and what they wrote.") Ibn 'Abbas, Mujahid, and Qatadah say: "That is, what they wrote." Abd dhuha narrates from Ibn' Abbas: "*Wamaa yasthuruuna*; means and what they do."⁸

Based on explanation above it means Allah is suggested to his human to writing because by writing man can get knowledge and benefit in order to safe him from wrong way. Thus, Allah has explained that human man is created from a worthless object then honors him by teaching reading, writing, and giving him knowledge.

Writing is one of the four language skills (listening, speaking, reading and writing) that should be mastered, especially by students.

⁸<http://Al-Qur'anmulia.wordpress.com/2013/09/16/Tafir-Ibnu-Katsir-Surah-Alkalam>. . (It is accessed on 04th July 2018)

Writing is a process of expressing ideas or thoughts in words, should be done at our leisure. How can we do something that we do not enjoy? Writing can be very enjoyable as long as we have the ideas and the means to achieve.⁹In the same way, Hyland (2002 : 69) also states that writing is one of the main ways that we create a coherent social reality through engaging with others, both personally and professionally.¹⁰ It means that through writing, people can convey their intention toward something by including their thoughts of it.

In addition, Harmer (2013 : 31) defines that writing is often not time-bound in the way conversation is.¹¹When writing, students frequently have more time to think than they do oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them. Writing encourages students to focus on accurate language use and because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds. Heaton (1990 : 135) also states the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and theoretical devices but also of conceptual and judgemental elements. It can be said that writing is not easy to learn. They are many aspects that should be considered in writing, such as

⁹Susanto Leo, dkk, *Essay Writing*. (Yogyakarta : ANDI,2007) p. 1

¹⁰Key Hyland, *Teaching and Researching Writing*, (Great Britain : Pearson Education,2002), p. 69

¹¹Jeremy Harmer, *How to Teach Writing*. (Great Britain : Pearson Education,2013), p. 31

language use, materials skills, treatment of context, stylistic and judgemental skills.

Based on the descriptions above, it can be concluded that writing is a way to produce language that comes into our thought. People can express their ideas, feelings or perceptions based on what they have read, seen or experienced in writing form. But, actually writing is not easy to learn. There are some aspects that should be considered in writing. Students have to make their sentences into correct grammar, choose the appropriate language use, and link these sentences exactly so that they will be able to communicate their thoughts meaningfully to the readers.

b. The Process of Writing

Writing as one of the productive skills need a process. Before someone writing a text, it is important for him or her to pay attention in the process of writing. This is intended to make the writing perfect and understandable to the readers. As Gardner Johnson said in Utami Dewi's book "How To Write" stated that writing is a fluid process created by writers as they work. Accomplished writers move back and forth between the stages of the process, both consciously and unconsciously. ¹²The writing process are planning, drafting, editing, and final version. For each stage, various learning activities which can support the learning of specific writing skills are suggested.

¹²Utami Dewi, *How to Write*, (Medan : La Tansa Press, 2011), p. 9

The stages of writing process can be described as follows :

1) Planning

In this first step, before starting to write, writers should plan, what they are going to convey. Actually, there are three main issues that writers have to think when planning. The first is about purpose of their writing since it will influence not only the type of the text, but also the using of language and the information chosen. The second is about considering the audience since it will influence the shape of writing and the selection of language use. The last is about considering the content structure, such as how to sequence the facts, ideas or arguments in their writing.

2) Drafting

In this stage, writers procedure a draft of a text which is often done on the assumption that i will be amended later.

3) Editing (reflecting and revising)

In this stage, writers have to check their draft whether the information is clear or not with focus on general and detailed features in writing. In process of reflecting and revising, usually writers will helped by other readers to give comments or suggestion to their writing.

4) Final Version

This is the last stage of the writing process. After writers have planned their ideas, made a draft and edited their draft to be better, lastly writers produce their final version of writing.

c. Text

According to Sanggam Siahaan and Shinoda (2008 : 1) said in their book Generic Text Structure “A text is a meaningful

linguistic unit in a context.¹³ A linguistic unit is a phoneme or a morpheme of phrase or a clause, or a sentence or a discourse. Meaningful is full of meaning. Context refers to either linguistic context or non linguistic context. Linguistic context is the linguistic unit before and after text. Non linguistic context is outside a text. So a text is any meaningful linguistic unit in both linguistic context and non linguistic context.

Text can be classified and organized in a multitude of ways: everyday, formal, entertaining, and informational. Different types of texts have distinctive characteristics, depending on what they are made to do. There are twelve types of genre that should be mastered by students. They are, narrative, descriptive, recount, procedure, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review. This study focused on analytical exposition text as one of the genres which is taught on the second grade of senior high school.

d. Analytical Exposition Text

Analysis is expository text. It is about the truth or fact of a certain object. It is written to expose the truth of the fact of the object to the reader. The aim is just to expose the truth of the fact. In this case, it is just to persuade them to believe it. However, the purpose does not include persuading in order the readers take a certain course of action related to the truth of the fact of the object.¹⁴

¹³Sanggam Siahaan and Khisno Shinoda, *Generic Structure Text*, (Yogyakarta : Graha Ilmu,2008) p. 1

¹⁴Sanggam Siahaan and Khisno Shinoda, *Generic Structure Text*, (Yogyakarta : Graha Ilmu,2008) , p. 51

In the same perspective, Dirgeyasa said in his book *Writing A Genre Based Perspective*, the analytical exposition text is a part of exposition in general. As it is commonly known the word exposition is sometimes interchangeably used with persuasive writing. It is used to present a logical argument from a particular point of view. This genre will often involve the writer comparing opposite point of view, analyzing the arguments and concluding with an overriding opinion or conclusive argument.¹⁵ In addition, analytical exposition is one of argumentative text which present some supporting idea on why certain writer's opinion is important. The opinion is formulated in a thesis which needs to prove by selecting arguments.¹⁶ Analytical exposition text can be found in scholarly books, journals, magazine, newspaper, articles, academic speech, research report, etc.

e. Social Function

Slightly different from hortatory exposition, the function of analytical exposition is to reveal the readers that something is an important case. The analytical exposition is to persuade the reader or listener that something in the case or that the idea is an important matter.

f. Generic Structure

15. I Wy. Dirgeyasa, *Writing A Genre Based Perspective*, (Jakarta : Kencana,2016), p. 130

16Amalia Pradini , *Analytical Exposition & Hortatory Exposition*, (Jakarta Timur : PT Multazam Mulia Utama,2014), p. 19

The generic structure of the analytical exposition genre

basically consist of three main parts :

1. Thesis (usually includes a preview argument. It introduces topics and indicates the writer's position)
2. Arguments (consists of a point and elaboration sequence. The number of points may vary, but each must be supported by discussion and evidence)
3. Reiteration (restates the position more forcefully in the light of the arguments presented).

There are some language features of an analytical exposition such

as:¹⁷

- Using present tense, e.g. *social media is fast becoming the premier avenue for people...*
- Using relevant conjunction (cause and effect), e.g. *by using social media, we can easily communicate*
- Enumeration is sometimes necessary to show the list of given arguments, e.g. *firstly, secondly, therefore.*
- Using verbs of being, verbs of having, and verbs of doing in predicate.
- Using passive voice, e.g. *more tools and features are introduced by social media sites.*

Table 2.1. The Example of Analytical Exposition Text

Title		Why is Social Media Good for Education?
Thesis		Nowadays, social media is fast becoming the premier avenue for people to advertise, purchase, meet new people and learn. It is ideal for individuals who wish to keep learning despite their heavy work schedule and hectic lifestyles.
Argument 1	Point	Firstly, social media is an easy tool to communicate with everyone.
	Elaboratio	Its platforms are full of tools and options that

¹⁷Pardiyono, *Pasti Bisa Teaching genre-Based Writing*. (Yogyakarta : Andi Offset , 2007)

	n	allow you to conveniently approach teachers, educators, and experts to get information quickly.
Argument 2	Point	Secondly, social media provides updated information.
	Elaboration	You can get the latest news and events by spending a few minutes on social media. In fact, there are plenty of times wherein social media has provided relevant and reliable information several hours before news channels and newspaper.
Argument 3	Point	Thirdly, it's about flexibility.
	Elaboration	You don't have to regularly attend class or follow a fixed schedule when learning on social media. You can choose to spend a few minutes or hours depending on your available time and mood.
Reiteration		Overall, it can be concluded that social media is an excellent environment to get educated. By using social media, we can easily communicate with everyone, get the latest information, and choose the flexible time when learning on social media.

Taken from: <https://www.hashtags.org>

3. Media of Learning

a. Definition of Media

According to Arsyad (2013 : 3) Media comes from Latin, which literally means medius 'middle', 'introduction', or 'intermidate'. In the Arabic language, media called 'wasil' jama' from wasilah, or the synonyms is 'alwustho' which means also 'middle'.¹⁸ According to Gerlach and Ely in Rostina's book (2016 : 4) said that media in general is human, material, or event which

¹⁸Azhar Arsyad, *Media Pembelajaran*, (Jakarta : Raja Grafindo Persada, 2013), p. 3

can build condition that enable students to acquire knowledge, skills, or attitudes. In this knowledge, teacher, textbook, and school environment are the media.¹⁹

More specifically, the notion of media in the teaching and learning process tends to be interpreted as graphic, photographic, or electronic tools to capture, process, and organize visual and verbal information. Another limitation of AECT (Association of Education and Communication Technology 1977) provides restriction on media as any form and channel used to convey a message of information. If the media carries messages or information that is intended for instructional purposes or contain the target learning then the media is called by media of learning. Rossi and Breidle (1996) said that media of learning is all of tools and materials that can be used for educational purposes such as, radio, television, book, newspaper, magazine and so on.²⁰

Trough the process of learning, messages or information that can be absorbed and lived by another people. In order not to occur error in the communication process, the tools is needed to be used to help process of communication, is called by media.²¹Media is things that can be used for extend a message from sender (teacher) to the receiver (student) that can motivate the students'

¹⁹Rostina Sundayana, *Media dan Alat Peraga dalam Pelajaran Matematika*, (Bandung : Alfabeta, 2016), p. 4

²⁰Wina Sanjaya, *Media Komunikasi Pembelajaran*, (Jakarta : Kencana Prenada Media Group, 2012), p. 58

²¹Ahmad Rohani, *Media Instruksional Edukatif*, (Jakarta : Rineka Cipta, 2014), p. 1

mind, feeling and attention. It makes the teaching learning process success.²²

The media in teaching learning process can be illustrated as the diagram below :

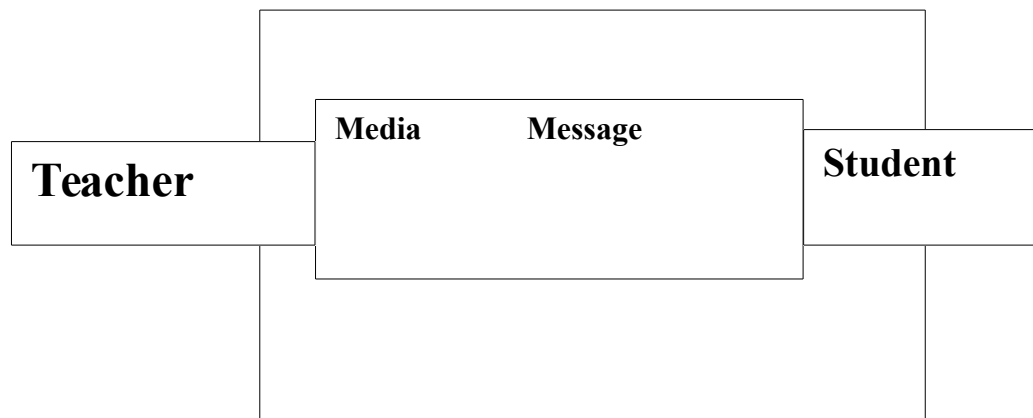


Figura 3.1 Media

Daryanto (2011 : 8)

b. The Importance of Media

According to Kemp and Dayton in Daryanto (2011 : 5) media is useful for :²³

1. Made the teaching and learning process interesting
2. The teaching learning process more interactive
3. Time of teaching learning be shorter
4. Improve the teaching learning quality

c. Kinds of Media

In teaching learning process, media can be classified as :

- 1) Audio media

²²Daryanto, *Media Pembelajaran*, (Yogyakarta : Gava Media2011), p. 151

²³Ibid, p. 5

According to Sudjana and Rivai (2013 : 129), audio media for teaching is a material that contains a messages in the form of auditory, which can stimulate the thought, feelings, concerns and willingness of the students so that teaching learning occur.²⁴ The kinds of audio media are : radio education, audio-tape recording, recording, telephone, Compact Disk (CD).

2) Visual media

According to Daryanto (2011 : 27), visual media which means all the props used in the process of learning that can be enjoyed through the eye senses.²⁵ The kinds of visual media are : images of photos, textbook, sketch, diagram, cartoons, poster, magazine, map, globe, flannel board, and bulletin board.

3) Audio media

Audio-visual equipment is modern instructional media in accordance with the times (the progress of science and technology) including media that can be seen and heard. The kinds of audio-visual media are television, film, video tape, sound slide, etc.

4. English Magazine

1. The Definition of English Magazine

Magazine is discrete publication containing a variety of articles and images, that is not a newspaper, book, or catalogue, and has a regular publishing schedule.²⁶ English magazine is one of the kinds of magazines.

There are some superiority of magazine.²⁷

²⁴Nana Sudjana and Ahmad Rivai, *Media Pengajaran*, (Sinar Baru Algesindo, 2013), p. 129

²⁵Daryanto, *Media Pembelajaran*. (Yogyakarta : Gava Media, 2011), p. 151

²⁶https://theglossies-ts-and-cs3_2.pdf (It is accessed on 13th January 2013)

²⁷*How to Do Research : In the Library and Beyond : A guide for Students* by Marian Weston <http://fitnyc.libguides.com/content.php?=-105927&sid=1624612> (It is accessed on 13th January 2013)

Table 2.2 Superiority of Magazine

Criteria	Magazine
Appearance	Magazines : glitzy cover; glossy paper; lots of color photos & graphics.
Audience	General public (often sold in stores & on newsstands)
Content	Usually short unsigned articles without bibliographies Written by magazine/newspaper staff or by freelance writers
Accountability	General editors of magazines/newspaper review articles
Purpose	Primarily to produce profit for publisher, also may be to sell ad products, entertain, promote point of view, provide information
Other	Each issue starts with page one

The researcher conclude that English magazine as the verbal media for all age of readers which has the purpose to entertain and give information. The reader also can find the English magazine easily in bookstore and newsstand. English magazine has a glitzy cover, glossy paper, lots of graphics and colors which make the reader interest to read just see from the cover. There are many information or news which is used by English magazine; sport, entertainment, tips, short/true experience, education, and music. For some English magazine provide the grammatical rule, and expression of something (agreement, certainly, accepting and rejecting ideas) for the reader, especially for the students.

2. The Characteristic of English Magazine

The magazine often took place in relaxed places. Although the reader was often alone, in a private place, this was not always the

case. The magazine itself could be sufficient to create a private 'mood' that protected the reader from intrusion. In matching their mood to their choice of what to read, people can of course select not only a specific magazine but also the kinds of item within a given magazine. Depending on mood, need, and context, we take from a magazine what we want, when we want it-whether it is ideas, information, advice, inspiration, escapism, or relaxation.

Magazines can also be used as the media of learning process in classroom because they have many pictures which related the adolescents students' world. According to Hughes - Hassell & Lutz in Smith, "The pictures in the magazine can help to increase the fluency and comprehension levels of adolescents, and periodicals such as magazines are more socially acceptable among their peer group than traditional books."²⁸ There are some criteria of English magazine:

- Intellectual access (previous knowledge of content or literary conventions needed by the reader to make sense of the text).
 - Physical access (time and work required before the reader can lay hands on the book itself).
 - Length of time required or degree of cognitive and emotional commitment required by the book itself (easy quick read vs long demanding read)
- English magazine has a bright, colorful, and attention grabbing features in there. Those criteria make students interest to read and can make students get inspire to write analytical exposition from it

²⁸Nichole Lynnette Smith, *A Study of Middle Grades Students' Reading Interest, Habits, and Achievement*, (University of Carolina : Chapel Hill, 2009), p.26

because English magazine used analytical exposition in writing some articles.

3. The advantages of Using English Magazine

According to Schumman in Harwood, “principle of materials development is make sure the texts and tasks are as interesting, relevant, and enjoyable as possible so as to exert a positive influence on the learners’ attitudes to the language and to the process of learning it.”²⁹ English magazine also has many pictures which contain

some feature that make the students interest. The features are:

- There are including those offering fashion and beauty advice.
- Some pages are devoted to interviews with the popular, well-known stars of cinema, music, and sport.
- This existing new magazine informs readers about what is happening in the world through its in-depth articles on current affairs, politics, and science; it has articles on the history and culture of people from around the world.
- It is also offers a variety of reviews on recent books, films, and music CD.
- There is some music for a teenager (students) that lists who is playing, where, when, and how to get tickets. Interviews with well-known singers and groups as well as detailed biographies are included.
- There are completely on articles sent in by its teenage readers it gives young people the opportunity to publish their creative work or creative writing, such as article about education, poems or short works of fiction or to voice their opinions on important issues.

5. Conventional Media

²⁹Nigel Harwood, *English Language Teaching Material Theory and Practice*, (New York : Cambridge University Press,2010), p.90

Media is a device used to accelerate a learning process. In this connection there are two elements contained in the learning media, namely messages or teaching materials to be delivered called software (software), and tools viewer or hardware (hardware). In traditional learning, media used is a single media or media single. the single media here is the medium used in the learning process is only one tool and the only way. Usually in traditional learning, the media used is the teacher itself. The point is, the slow speed of a learning process depends on the teacher. Teachers are also a medium because teachers are also a source of information for their students, and in this traditional learning, all knowledge information obtained by students depends on the teacher.³⁰ It can make the students become passive.

While in modern learning, media used in the form of multimedia. Not only focus on one media but also on some other media that can accelerate the achievement of learning objectives. In today's multimedia age, students are not just dependent on teachers alone. There are many media that students can use to support their learning process. In addition to the book that holds most of the teachers, students can also access information and knowledge from magazines, newspapers also from television and now more frequently used is accessing information via the internet. There is a great deal of knowledge that teachers may never have taught. Also in the classroom, teachers can not only deliver the material either verbally or in writing.

30 <http://www.fitrianahadi.blogspot.co.id/2014/12/perbedaan-pembelajaran-tradisional-dan-.html?m=1> (It is accessed on 13th December 2014)

According to explanation above, the researcher assumed that using english magazine as media of learning can affect students' achievement in writing analytical text than using conventional media.

6. Control Group

A control group in a scientific experiment is a group separated from the rest of the experiment where the independent variable being tested cannot influence the results. This isolates the independent variable's effects on the experiment and can help rule out alternate explanations of the experimental results.³¹

Control groups can also be separated into two other types: positive or negative.

- Positive control groups are groups where the conditions of the experiment are set to guarantee a positive result. A positive control group can show the experiment is functioning properly as planned.
- Negative control groups are groups where the conditions of the experiment are set to cause a negative outcome.

Control groups are not necessary to all scientific experiments. Controls are extremely useful where the experimental conditions are complex and difficult to isolate.

7. Experimental Group

An experimental group in a scientific experiment is the group on which the experimental procedure is performed. The independent variable

³¹<http://www.thoughtco.com/what-is-a-control-group-606107> (It is accessed on 29th June 2017)

is changed for the group and the response or change in the dependent variable is recorded. In contrast, the group that does not receive the treatment or in which the independent variable is held constant is called the control group.³²

The purpose of having experimental and control groups is to have sufficient data to be reasonably sure the relationship between the independent and dependent variable is not due to chance.

If you perform an experiment on only one subject (with and without treatment) or on one experimental subject and one control subject you have limited confidence in the outcome. The larger the sample size, the more probable the results represent a real correlation.

B. Conceptual Framework

This research has two variables. They are using English magazine as variable X, then the students' achievement in writing analytical exposition text as variable Y, and an object of this research. The researcher want to know the effect of using English magazine on students' achievement in writing analytical exposition text between control group and experimental group. Both groups are pre-tested because the pre-test ensures that the groups are equivalent, and both groups are post-tested, the unlimited difference being that one group was administered the treatment. The use of comparison between an 'experimental group' and a 'control group' are a very

³²<http://www.thoughtco.com/what-is-a-experimental-group-606109> (It is accessed on 29th June 2017)

regular feature of studies which try to show the causal force of treatments, and it is logically very strong. To the extent that the control and experimental groups are alike before treatment, and only the experimental group is treated, if they differ after the treatment the difference must logically be attributable to the treatment.³³For facilitate this research, the researcher will describe again two variables as explained before.

Writing is a way of communication in which people convey their thoughts, ideas or perceptions based on what they have been read, seen or experienced. But, writing is not easy as it look. This is supported by Heaton (1990 : 135) who says hatwriting skills are complex and sometimes difficult to teach, recuiring mastery not only grammatical and theoritical devices but also conceptual and judgemental elements. It shows that in writing, the aspects of writing should be considered.

There are twelve types of genre that should be mastered by students. They are,narrative, descriptive, recount, procedure, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review. This study focused on analytical exposition text as one of the genres which is taught on the second grade of senior high school. In writing analytical exposition, the writerhave to include their opinion within evidence that supports their opinion to convince the readers. They have to find the data from any resources to strengthen their argumentation toward an issue.

In teaching learning process there are many media that we can used in writing learning. One of media that we can use is visual media, in this study the researcher use English magazine. English magazine can be used by

³³Roger Sapsford and Victor Jup, *Data Collection and Analysis Second Adition*, (London: Licensing Agency,2006), p.15.

teacher to help students to solve their writing problem. It effectively helps students in generating their ideas; it guides them to see their ideas.

In traditional learning, media used is a single media or media single. the single media here is the medium used in the learning process is only one tool and the only way. Usually in traditional learning, the media used is the teacher itself. The point is, the slow speed of a learning process depends on the teacher. Teachers are also a medium because teachers are also a source of information for their students, and in this traditional learning, all knowledge information obtained by students depends on the teacher. It can make the students become passive.

So, English magazine is considered to be the most effective way of teaching analytical exposition text, because it enables the students to see more example article about analytical exposition text. From discussion above, the researcher expect that English magazine will help students in solving their problem about writing analytical exposition text. By using English magazine media, it is assumed that the students' achievement in writing analytical exposition will be affected than using conventional media.

C. Hypothesis

Based on theoretical and conceptual framework the two hypothesis of this research can be formulated.

1. Alternative Hypothesis (H_a)
 "There is a significance effect of using English magazine on students' achievement in writing analytical exposition text".
2. Null Hypothesis (H_o)
 "There is no significance effect of using English magazine on students' achievement in writing analytical exposition text".

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study will be conducted in quantitative experimental research design. Experimental research design can be interpreted as research methods used to find the effect of certain treatment in control conditions.³⁴ This research will be conducted with pre-test and post-test design. The design will be applied in order to investigate the effect of using English magazine on students' achievement in writing analytical exposition text.

There are two variables in this study; they are independent and dependent variable. Independent variable is the effect of using English media while the dependent variable is the students' achievement in writing analytical exposition text. This research consists of two different groups, namely experimental group and control group. The experimental taught by using English magazine and control group taught by conventional media. Both of group will be given pre-test and post-test to show the differences.

The research design can be seen on the below table:

Table 3.3
Research Design

Group		Treatment	
Experimental Group	Pre-test	English Magazine	Post-test
Control Group	Pre-test	Conventional media	Post-test

The use of comparison between an 'experimental group' and a 'control group' are a very regular feature of studies which try to show the causal force of treatments, and it is logically very strong. To the extent that the control and experimental groups are alike before treatment, and only the

³⁴ Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D*, (Bandung : Alfabeta, 2016), p. 72

experimental group is treated, if they differ after the treatment the difference must logically be attributable to the treatment.³⁵

B. Population and Sample

The research will conduct in SMA Islam Al-Ulum Terpadu. It is located at Jl. Tuasan No. 35, Siderejo Hilir, Medan Tembung, Kota Medan, North Sumatera 20222. It was carried out on the second grade of Senior High School.

According to Arikunto, he said that “the population is set of collection all elements process one or more elements of interest”.³⁶ It is the group of interest for the researcher. The population of this research is the second grade of SMA Islam Al-Ulum Terpadu. It located in Jl. Tuasan, Siderejo Hilir, Kota Medan. There are two classes (XI IPA and XI IPS). The total number of students are 53 students.

Table 3.1
Population

No	Class	Number
1	XI IPA	30
2	XI IPS	23

The sample is any part of a population of individual's information is obtained. Sample is a part of the population.³⁷ It was more leasable or convenient in selecting the individual from a population. Thus in this study unit of sampling was not individual but group individuals.

³⁵Roger Sapsford and Victor Jup, *Data Collection and Analysis Second Adition*, (London: Licensing Agency,2006), p.15.

³⁶Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta : PT Rineka Cipta,2010), p. 173

³⁷Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D*, (Bandung : Alfabeta, 2016), p. 81

In the second grade of senior high school in SMA Islam Al-Ulum Terpadu consist of two classes and both of them become a sample of this research, because the number of population was less than one hundred. The total number is 53 students, 30 students from XI IPA, and 23 students from class XI IPS and they become a sample in this research. These two classes are divided into two group, experimental and control group. Class XI IPA as the experimental group include 30 students was taught by using English magazine and class XI IPS as control group include 23 students by using conventional media.

Table 3.2
Sample

No	Class	Number
1	XI IPA	30
2	XI IPS	23
	Total	53

C. Data Collection

C.1 The Method of Collecting data

In collecting the data, the writing test will be given to the students. The students instructed to write a Analytical Exposition text. In this case, the researcher gave a topic. The test will be given to both groups experimental and control groups. They were pre-test and post-test.

C.1.1 Pre-Test

Both of groups, the experimental group and control group are given before treatment. It was intended to know whether the students' in both groups were relatively homogenous in their ability.

C.1.2 Treatment

There are two groups has taught, they are experimental group and control group. Experimental group was taught by using English magazine. Control group was taught by using conventional media. These are four meetings in this research included pre-test and post-test

C.1.3 Post-Test

After conducted the treatment, the post-test will be given to find out the result of teaching presentation in both groups. The aim is to measure the students competence in writing analytical exposition text after the treatment. The result of this test was analyzed to evaluate the two groups.

C.2 Instrument of The Data Collection

The instrument in this study is test. According to Arikunto, test are questions of practice and other tool that are used to measure skills, intelligence, or a gift that is possessed by someone on group.³⁸ The researcher use writing test in essay form because by essay test form the student can write freely which can explore their writing ability in term of idea, vocabularies, and arranging sentence. However, the writer gives instructions before the students write to guide the students in order to ease the student including kind of text they should write, the amount of paragraph, the topic, time and the aspects which will be scored.

The scoring of writing includes four general components or main areas such as the following are:³⁹

³⁸Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta : PT Rineka Cipta,2010), p. 115

³⁹Weigle,S.C. *Assessing Writing Cambridge*, (New york: Cambridge university Press,2002), p.116

To score the students' performance in writing, some criteria are used. The researcher applied the four indicators of Procedure writing evaluation. The four indicators are social function, general identification, description and language features. For all component, students get score 100 points in which the score of.

Table 3.4
Rubric

Component	Level Point	Criteria
1. Social function Scoring the content is based on the student's ability to write their ideas and information in the form of logical sentences.	Excellent to Very Good 30-27	Clear main idea, through the development of main idea, detailed and substantive, all material is relevant to main idea.
	Good to Average 26-22	Limited development of the main idea, mostly relevant to assigned topic, but lack of detailed and support.
	Fail to Poor 21-17	Limited knowledge of subject, little substance, inadequate development topic.
	Very Poor 16-13	Does not show the knowledge of subject, non substantive or not enough to evaluate.
2. General Identification Organization refers to the students ability to write their ideas and information such a good logical to topic and	Excellent to Very Good 20-18	Well organized with introduction, body and conclusion for an essay, appropriate opened, body and conclusion for a letter, logical

supporting sentence were clearly stated.		sequencing, well paragraph with topic sentence, expressing only one main idea.
	Good to Average 17-14	Paragraph, but not always logically or choppy, loosely organized but main idea stand out.
	Fail to Poor 13-10	Idea confusing an disconnected, lack logical sequencing or development, paragraph unclear or not existent.
	Very Poor 9-7	No paragraphing or organization or not enough to evaluate.
3. Description Vocabulary refers to the students' ability in using word or idiom to express idea logically. It is also refers to the ability to use synonym, antonym, prefix, and suffix exactly.	Excellent to Very Good 20-18	Effective word or idiom choice and usage, appropriate register.
	Good to Average 17-14	Adequate range, occasional errors of word or idiom choice and usage
	Fail to Poor 13-10	Limited range, frequent errors of word idiom form, choice and usage
	Very Poor 9-7	Little knowledge of English vocabulary, idioms, not enough evaluate
4. Language Feature The score of language use refers to the capacity of writing down the sentence simple complex, or	Excellent to Very Good 30-27	Effective complex compound constructions, few errors of agreement, tense, number, word

compound sentences correctly and logically. It is also refers to the ability to use agreement in the sentences and some other word such as noun, adjective, and time signal and function correctly such as punctuation.		order/function, article, pronoun, preposition
	Good to Average 26-22	Effective but simple construction, minor problem in complex constructions, several errors of agreement, tense, number, article, pronoun but meaning seldom obscured
	Fail to Poor 21-17	Major problem in simple complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronoun, preposition, meaning confuse
	Very Poor 16-13	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough evaluate

D. Data Analysis

Gain Score analysis is a method of data analysis from experimental design by finding the difference value of post-test and pre-test, moreover the gain score analysis is used if there is interaction / difference between group or

group with pre score. Basically the gain score is the value of the difference in scores and can be tested using t-test.⁴⁰

$$\text{Gain score} = M \text{ post-test} - M \text{ pre-test}$$

- Experimental group = $M \text{ post-test} - M \text{ pre-test}$
- Control group = $M \text{ post-test} - M \text{ pre-test}$

The researcher will use t_{test} formula to analyzing the data. t_{test} is used to find whether there is a significant difference between the score of students' achievement in writing by using English magazine. The experiment class is X variable and the control class is Y variable.

The procedures of analyzing the data will be done as the following:

- 1) Get the main score of each group
- 2) Compare the main score of each group
- 3) Find out which one is higher
- 4) Explain the meaning of differences of the mean score
- 5) Check the significant by using t_{test}
- 6) Explain the implication of finding to the writing Analytical

Exposition text.

The formula of t_{test} is :

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{Da^2 + Db^2}{Na + Nb - 2}\right)\left(\frac{1}{Na} + \frac{1}{Nb}\right)}}$$

In which:

- t : total score
- Ma : the mean of experimental group
- Mb : the mean of control group
- Da² : the standard of deviation of experimental group
- Db² : the standard of deviation of control group
- Na : the total numbers of experimental group
- Nb : the total numbers of control group⁴¹

⁴⁰<http://www.statistikopensource.com/r/gain-score-dan-cohen-d-dalam-penelitian-eksperimen> (It is accessed on 25th April 2017)

⁴¹SuharsimiArikunto, *Prosedur Penelitian*, (Jakarta:PT.RinekaCipta, 2010), p.352

E. Research Procedure

1. The researcher observed the location and population were carried out.

The research will be conducted in two classes (experimental class and control class). Before treating the students using English magazine as media of learning, the researcher administered the pre-test to the students in both classes with the same instrument.

2. The treatment is teaching writing analytical exposition text by using English magazine in XI IPA class as the experimental class and treatment by using conventional media in XI IPS as the control class.

The presentation of the lesson will do by the researcher.

3. Post-test will be given after finishing the treatment. The researcher will use the same format of test for both of classes. Even though the test instrument is same, students do not realize that would be examined again later. Finally, the researcher made a calculation of the result from both of the test.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The data of this study were obtained from the result of the pre-test and post-test from both of group, the experimental group and control group. They were asked to answer easy in writing analytical exposition text.

This study was conducted on April 23th 2018 until Mei 08th 2018. The pre-test was given before the treatment and post-test was given after treatment. The researcher gave the treatment to students in the experimental group (XI IPA) by using English Magazine as media of learning, while control group (XI IPS) by using conventional media. After administering the treatment, the post was administered to both groups to measure the students' achievement in writing. Both treatments were conducted in four meetings. After conducting the research, the researcher got the data of students' score in pre-test and post-test.

Table 4.1
The score of pre-test and post-test in Experiment Class

Students (Na)	Pre-test score (x₁)	Post-test score (x₂)
1	76	91
2	65	84
3	65	93
4	63	79
5	64	95
6	54	70
Students (Na)	Pre-test score (x₁)	Post-test score (x₂)
7	65	81
8	63	86
9	52	64
10	79	92
11	53	71

12	76	92
13	55	71
14	49	77
15	56	71
16	62	91
17	76	86
18	55	66
19	62	81
20	50	66
21	66	80
22	70	87
23	62	75
24	69	88
25	50	56
26	58	75
27	60	77
28	50	67
Students (Na)	Pre-test score (x₁)	Post-test score (x₂)
29	68	79
30	58	76
Σ	1851	2367
Mean	61.7	78.9
Min	49	56
Max	79	95
Gain score (Ma) ($M_{\text{post-test}} - M_{\text{pre-test}}$)	Ma = 78.9 – 61.7 = 17.2	

The table above describes the score of pre-test, post-test and gain score for the experimental class. The pre-test had been before the teaching and learning of analytical exposition text. The number of students in experimental class who participated in test was 30. That the lowest score in pre-test is 49 and the highest score is 79. Meanwhile, the lowest score in post-test is 56 and highest score is 95. In other side, the mean score of pre-test is 61.7, mean score of post-test is 78.9. Therefore, it can be summarized that the lowest and the highest score in post-test is higher than in pre-test. After that, the researcher calculated for scores of control class.

Table 4.2
The score of pre-test and post-test in Control Class

Students (Nb)	Pre-test score (y_1)	Post-test score (y_2)
1	71	80
2	60	60
3	57	60
4	62	63
5	53	54
6	69	71
7	68	72
8	49	51
9	61	62
10	67	70
11	52	55
12	59	62
13	60	63
14	76	80
15	46	55
16	62	65
17	57	60
18	70	76
19	63	66
20	57	63
21	51	53
Students (Nb)	Pre-test score (y_1)	Post-test score (y_2)
22	60	65
23	50	58
Σ	1380	1464
Mean	60	63.65
Min	46	51
Max	76	80
Gain score (Mb) (M post-test – M pre-test)	Mb = 63.65 – 60 = 3.65	

The table above describes the score of pre-test, post test, and gain score for the control class. That the lowest score in pre-test is 46 and the highest score is 76. Mean while, the lowest score in post test is 51 and the highest score is 80. In other side, the mean score of pre-test is 60, mean score post-test is 63.65 . Therefore, it can be concluded that the score of post-test in control class is higher than the score of its pre-test.

A.1 Analysis Data

The data analysis was done to know the different score of the students' achievement in writing analytical exposition before and after being taught by English magazine media. The analysis is intended to find out whether there is difference of students' achievement in writing analytical exposition text before and after taught by using English magazine media. The analysis data trough pre-test and post-test in both groups, experimental and control group are computed by applying t-test formula to prove the hypothesis in this study.

A.1.1 Normality Test

Table 4.3
Normality Test of Pre-test in Experiment Class

No	Score	F	Fcum	(Zi)	F(Zi)	S(Zi)	F(Zi)- S(Zi)
1	49	1	1	-1.497	0.0681	0.033	0.0351
2	50	3	4	-1.379	0.0853	0.133	-0.0477
3	52	1	5	-1.143	0.1271	0.166	-0.0389
4	53	1	6	-1.025	0.1539	0.200	-0.0461
5	54	1	7	-0.908	0.1841	0.233	-0.0489
6	55	2	9	-0.790	0.2148	0.300	-0.0852
7	56	1	10	-0.672	0.2514	0.333	-0.0816
8	58	2	12	-0.436	0.3336	0.400	-0.0664
9	60	1	13	-0.200	0.4207	0.433	-0.0123
10	62	3	16	0.035	0.512	0.533	-0.021
11	63	2	18	0.153	0.5596	0.600	-0.0404
12	64	1	19	0.271	0.6064	0.633	-0.0266

13	65	3	22	0.389	0.648	0.733	-0.085
14	66	1	23	0.507	0.6915	0.766	-0.0745
15	68	1	24	0.742	0.7704	0.800	-0.0296
16	69	1	25	0.860	0.8051	0.833	-0.0279
17	70	1	26	0.978	0.834	0.866	-0.032
18	76	3	29	1.686	0.9535	0.966	-0.0125
19	79	1	30	2.040	0.9793	1.000	-0.0207

To find Z score we use formula below :

$$Z_i = \frac{x_i - \bar{x}}{S}$$

1. $Z_i = \frac{49 - 61.7}{8.48} = -1.497$
2. $Z_i = \frac{50 - 61.7}{8.48} = -1.379$
3. $Z_i = \frac{52 - 61.7}{8.48} = -1.143$
4. $Z_i = \frac{53 - 61.7}{8.48} = -1.025$
5. $Z_i = \frac{54 - 61.7}{8.48} = -0.908$

To find out S(Zi) we use the formula below :

$$S(Z_i) = \frac{F_{cum}}{n}$$

1. $S(Z_i) = \frac{1}{30} = 0.033$
2. $S(Z_i) = \frac{4}{30} = 0.133$
3. $S(Z_i) = \frac{5}{30} = 0.166$
4. $S(Z_i) = \frac{6}{30} = 0.200$
5. $S(Z_i) = \frac{7}{30} = 0.233$

From the explanation above, it can be seen that the Liliefors

Observation of $L_o = 0.0351$ with $n = 30$ and at the real level $\alpha = 0.05$

from the list critical value of Liliefors table, $L_t = 0.161$. It can be

concluded that the data distribution was normal, because $L_o(0.0351) < L_t(0.161)$.

Table 4.4
Normality Test of Post-test in Experiment Class

No	Score	F	Fcum	(Zi)	F(Zi)	S(Zi)	F(Zi)- S(Zi)
1	56	1	1	-2.285	0.0113	0.033	-0.3217
2	64	1	2	-1.487	0.0694	0.066	-0.5966
3	66	2	4	-1.287	0.1003	0.133	-0.0327
4	67	1	5	-1.187	0.1190	0.166	-0.047
5	70	1	6	-0.888	0.1894	0.200	-0.0106
6	71	3	9	-0.788	0.2177	0.300	-0.0823
7	75	2	11	-0.389	0.352	0.366	-0.014
8	76	1	12	-0.289	0.3897	0.400	-0.0103
9	77	2	14	-0.189	0.4286	0.466	-0.0374
10	79	2	16	0.009	0.5000	0.533	-0.033
11	80	1	17	0.109	0.5398	0.566	-0.0262
12	81	2	19	0.209	0.5739	0.633	-0.0591
13	84	1	20	0.508	0.6915	0.666	0.0255
14	86	2	22	0.708	0.7580	0.733	0.025
15	87	1	23	0.808	0.7881	0.766	0.0221
16	88	1	24	0.908	0.8159	0.800	0.0159
17	91	2	26	1.207	0.8849	0.866	0.0189
18	92	2	28	1.307	0.9032	0.933	-0.0298
19	93	1	29	1.407	0.9192	0.966	-0.0468
20	95	1	30	1.606	0.9452	1.000	-0.0548

To find Z score we use formula below :

$$Z_i = \frac{x_i - \bar{x}}{S}$$

1. $Z_i = \frac{56 - 78.9}{10.02} = -2.285$
2. $Z_i = \frac{64 - 78.9}{10.02} = -1.487$
3. $Z_i = \frac{66 - 78.9}{10.02} = -1.287$
4. $Z_i = \frac{67 - 78.9}{10.02} = -1.187$
5. $Z_i = \frac{70 - 78.9}{10.02} = -0.888$

To find out S(Zi) we use the formula below :

$$S(Z_i) = \frac{F_{cum}}{n}$$

1. $S(Z_i) = \frac{1}{30} = 0.033$
2. $S(Z_i) = \frac{2}{30} = 0.066$
3. $S(Z_i) = \frac{4}{30} = 0.133$
4. $S(Z_i) = \frac{5}{30} = 0.166$
5. $S(Z_i) = \frac{6}{30} = 0.200$

From the explanation above, it can be seen that the Liliefors Observation of $L_o = 0,0255$ with $n = 30$ and at the real level $\alpha = 0.05$ from the list critical value of Liliefors table, $L_t = 0.161$. It can be concluded that the data distribution was normal, because $L_o(0.0255) < L_t(0.161)$.

Table 4.5
Normality Test of Pre-test in Control Class

No	Score	F	Fcum	(Zi)	F(Zi)	S(Zi)	F(Zi)- S(Zi)
1	46	1	1	-1.804	0.0359	0.043	-0.0071
2	49	1	2	-1.417	0.0793	0.086	-0.0067
3	50	1	3	-1.288	0.1003	0.130	-0.0297
4	51	1	4	-1.159	0.1251	0.173	-0.0479
5	52	1	5	-1.030	0.1515	0.217	-0.0655
6	53	1	6	-0.902	0.1841	0.260	-0.0759
7	57	3	9	-0.386	0.352	0.391	-0.039
8	59	1	10	-0.128	0.4522	0.434	0.0182
9	60	3	13	0.000	0.5	0.565	-0.065
10	61	1	14	0.128	0.5478	0.608	-0.0602
11	62	2	16	0.257	0.5987	0.695	-0.0963
12	63	1	17	0.386	0.648	0.739	-0.091
13	67	1	18	0.902	0.8159	0.782	0.0339
14	68	1	19	1.030	0.8485	0.826	0.0225
15	69	1	20	1.159	0.8749	0.869	0.0059
16	70	1	21	1.288	0.8997	0.913	-0.0133
17	71	1	22	1.417	0.9207	0.956	-0.0353
18	76	1	23	2.061	0.9803	1.000	-0.0197

To find Z score we use formula below :

$$Z_i = \frac{x_i - \bar{x}}{S}$$

1. $Z_i = \frac{46 - 60}{7.76} = -1.804$
2. $Z_i = \frac{49 - 60}{7.76} = -1.417$
3. $Z_i = \frac{50 - 60}{7.76} = -1.288$
4. $Z_i = \frac{51 - 60}{7.76} = -1.159$
5. $Z_i = \frac{52 - 60}{7.76} = -1.030$

To find out S(Zi) we use the formula below :

$$S(Z_i) = \frac{F_{cum}}{n}$$

6. $S(Z_i) = \frac{1}{23} = 0.043$
7. $S(Z_i) = \frac{2}{23} = 0.086$
8. $S(Z_i) = \frac{3}{23} = 0.130$
9. $S(Z_i) = \frac{4}{23} = 0.173$
10. $S(Z_i) = \frac{5}{23} = 0.217$

From the explanation above, it can be seen that the Liliefors Observation of $L_o = 0.0339$ with $n = 23$ and at the real level $\alpha = 0.05$ from the list critical value of Liliefors table, $L_t = 0.173$. It can be concluded that the data distribution was normal, because $L_o(0.0339) < L_t(0.173)$.

Table 4.6
Normality Test of Post-test in Control Class

No	Score	F	Fcum	(Zi)	F(Zi)	S(Zi)	F(Zi)- S(Zi)
1	51	1	1	-1.555	0.0606	0.043	0.0176
2-	53	1	2	-1.309	0.0968	0.086	0.0108
3	54	1	3	-1.186	0.119	0.130	-0.011
4	55	2	5	-1.063	0.1446	0.217	-0.0724
5	58	1	6	-0.694	0.2451	0.260	-0.0149
6	60	3	9	-0.448	0.33	0.391	-0.061
7	62	2	11	-0.202	0.4207	0.478	-0.0573
8	63	3	14	-0.079	0.4721	0.608	-0.1359
9	65	2	16	0.166	0.5636	0.695	-0.1314
10	66	1	17	0.289	0.6103	0.739	-0.1287
11	70	1	18	0.781	0.7823	0.782	0.0003
12	71	1	19	0.904	0.8159	0.826	-0.0101
13	72	1	20	1.027	0.8461	0.869	-0.0229
14	76	1	21	1.519	0.9345	0.913	0.0215
15	80	2	23	2.011	0.9778	1	-0.0222

To find Z score we use formula below :

$$Z_i = \frac{x_i - \bar{x}}{S}$$

1. $Z_i = \frac{51 - 63.65}{8.13} = -1.555$
2. $Z_i = \frac{53 - 63.60}{8.13} = -1.309$
3. $Z_i = \frac{54 - 63.60}{8.13} = -1.186$
4. $Z_i = \frac{55 - 63.60}{8.13} = -1.063$
5. $Z_i = \frac{58 - 63.60}{8.13} = -0.694$

To find out S(Zi) we use the formula below :

$$S(Z_i) = \frac{F_{cum}}{n}$$

1. $S(Z_i) = \frac{1}{23} = 0.043$
2. $S(Z_i) = \frac{2}{23} = 0.086$

$$3. S(Z_i) = \frac{3}{23} = 0.130$$

$$4. S(Z_i) = \frac{5}{23} = 0.217$$

$$5. S(Z_i) = \frac{6}{23} = 0.260$$

From the explanation above, it can be seen that the Liliefors Observation of $L_o = 0.0215$ with $n = 23$ and at the real level $\alpha = 0.05$ from the list critical value of Liliefors table, $L_t = 0.173$. It can be concluded that the data distribution was normal, because $L_o(0.0215) < L_t(0.173)$.

A.1.2 Homogeneity

Homogeneity test used F-test to know what the samples come from the population that homogenous or not.

Table 4.7

Homogeneity Test of Pre-test

No	Data	Variants	F _{observations}	F _{table}	Conclusion
1	Pre-test of experiment class	72.01	1.16	1.98	Homogenous
2	Pre-test of control class	60.36			

$$F_{\text{observation}} = \frac{S_1^2}{S_2^2}$$

Where :

S_1^2 = the biggest variant

S_2^2 = the smallest variant

Based on the variants of both samples of pre-test found that :

$$S_{\text{exp}}^2 = 72.01$$

$$n = 30$$

$$S_{cont}^2 = 60.36$$

$$n = 23$$

So:

$$\begin{aligned} F_{\text{observation}} &= \frac{S_{\text{exp}}^2}{S_{\text{cont}}^2} \\ &= \frac{70.02}{60.36} = 1.16 \end{aligned}$$

Then the coefficient of $F_{\text{observation}} = 1.16$ is compared with F_{table} where F_{table} is determined at real level $\alpha = 0.05$ and the same numerator $dk = n-1$ ($30-1=29$), the demoninator $dk = n-1$ ($23-1=22$). Then F_{table} can be calculated by linear interpolation, so $F_{\text{table}} (0.05;29;22) = 1.98$. Because of $F_{\text{observation}} < F_{\text{table}}$ ($1.16 < 1.98$) so it can be conclude that the variant is homogeneous.

Table 4.8
Homogenity Test of Post-test

No	Data	Variants	$F_{\text{observations}}$	F_{table}	Conclusion
1	Post-test of experiment class	100.437	1.51	1.98	Homogenou s
2	Post-test of control class	66.14			

$$F_{\text{observation}} = \frac{S_1^2}{S_2^2}$$

Where :

S_1^2 = the biggest variant

S_2^2 = the smallest variant

Based on the variants of both samples of pre-test found that :

$$S_{\text{exp}}^2 = 100.437$$

$$n = 30$$

$$S_{\text{cont}}^2 = 66.14$$

$$n = 23$$

So:

$$F_{\text{observation}} = \frac{S_{\text{exp}}^2}{S_{\text{cont}}^2} = \frac{100.437}{66.14} = 1.51$$

Then the coefficient of $F_{\text{observation}} = 1.518$ is compared with F_{table} where F_{table} is determined at real level $\alpha = 0.05$ and the same numerator dk = n-1 (30-1=29), the demoninator dk = n-1 (22-1=22). Then F_{table} can be calculated by linear interpolation, so $F_{\text{table}} (0.05;29;22) = 1.98$. Because of $F_{\text{observation}} < F_{\text{table}} (1.51 < 1.98)$ so it can be conclude that the variant is homogeneous.

A.1.3 Hypothesis Testing

The hypothesis was aimed to show the result of the observation sample quantitatively and also to know whether the application of English magazine media affects students achivement in writing analytical exposition text, so the hypothesis were :

$$H_o = \mu_x = \mu_y$$

$$H_a = \mu_x \neq \mu_y$$

From the criteria of the hypothesis, H_a is accepted if $t_{\text{observation}} > t_{\text{table}}$

Based on the result of the data that the research got in this research, the researcher counted the hypothesis test. It was analyzed by applying t_{test} formula. The formula was stated as the following :

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{Da^2 + Db^2}{Na + Nb - 2}\right) \left(\frac{1}{Na} + \frac{1}{Nb}\right)}}$$

Where :

t : total score

Ma : the mean of experimental group

Mb : the mean of control group

Da² : the standard of deviation of experimental group

Db² : the standard of deviation of control group

Na : the total numbers of experimental group

Nb : the total numbers of control group

Before calculating t_{test} data, it used the formula below to find out the deviation standard of both classes

Table 4.9
The Tabulation of Students' Score of Experimental Class

Students (Na)	Pre-test score (x₁)	Post-test score (x₂)	D = (x₂- x₁)	Da = (D-Ma)	(Da)²
1	76	91	15	-2.2	4.84
2	65	84	19	1.8	3.24
3	65	93	28	10.8	116.64
4	63	79	16	-1.2	1.44
5	64	95	31	13.8	190.44
6	54	70	16	-1.2	1.44
7	65	81	16	-1.2	1.44
8	63	86	23	5.8	33.64
9	52	64	12	-5.2	27.04
10	79	92	13	-4.2	17.64
11	53	71	18	0.8	0.64
12	76	92	16	-1.2	1.44
13	55	71	16	-1.2	1.44
14	49	77	28	10.8	116.64
15	56	71	15	-2.2	4.84
16	62	91	29	11.8	139.24
17	76	86	10	-7.2	51.84
18	55	66	11	-6.2	38.44
Students (Na)	Pre-test score (x₁)	Post-test score (x₂)	D = (x₂- x₁)	Da = (D-Ma)	(Da)²
19	62	81	19	1.8	3.24
20	50	66	16	-1.2	1.44
21	66	80	14	-3.2	10.24

22	70	87	17	-0.2	0.04
23	62	75	13	-4.2	17.64
24	69	88	19	1.8	3.24
25	50	56	6	-11.2	125.44
26	58	75	17	-0.2	0.04
27	60	77	17	-0.2	0.04
28	50	67	17	-0.2	0.04
29	68	79	11	-6.2	38.44
30	58	76	18	0.8	0.64
Σ	1851	2367	516		952.8
Mean	61.7	78.9			
Gain score (Ma) (M post-test – M pre-test)		Ma = 78.9 – 61.7 = 17.2			

Table 4.10
The Tabulation of Students' Score of Control Class

Students (Nb)	Pre-test score (y_1)	Post-test score (y_2)	D = ($y_2 - y_1$)	Db = (D-Mb)	(Db)²
1	71	80	9	5.35	28.6225
2	60	60	0	-3.65	13.3225
3	57	60	3	-0.65	0.4225
4	62	63	1	-2.65	7.0225
5	53	54	1	-2.65	7.0225
6	69	71	2	-1.65	2.7225
7	68	72	4	0.35	0.1225
8	49	51	2	-1.65	2.7225
9	61	62	1	-2.65	7.0225
10	67	70	3	-0.65	0.4225
11	52	55	3	-0.65	0.4225
12	59	62	3	-0.65	0.4225
13	60	63	3	-0.65	0.4225

14	76	80	4	0.35	0.1225
15	46	55	9	5.35	28.6225
16	62	65	3	-0.65	0.4225
17	57	60	3	-0.65	0.4225
18	70	76	6	2.35	5.5225
19	63	66	3	-0.65	0.4225
20	57	63	6	2.35	5.5225
21	51	53	2	-1.65	2.7225
Students (Nb)	Pre-test score (y ₁)	Post-test score (y ₂)	D = (y ₂ - y ₁)	Db = (D - Mb)	(Db) ²
22	60	65	5	1.35	1.8225
23	50	58	8	4.35	18.9225
Σ	1380	1464	84		135.218
Mean	60	63.65			
Gain score (Mb)		Mb = 63.65 - 60 = 3.65			
(M post-test - M pre-test)					

Based on the calculation above, the result was as follows :

$$Ma = 17.2$$

$$Mb = 3.65$$

$$Da^2 = 952.8$$

$$Db^2 = 135.218$$

$$Na = 30$$

$$Nb = 23$$

So, t_{test} can be counted as follows :

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{Da^2 + Db^2}{Na + Nb - 2}\right)\left(\frac{1}{Na} + \frac{1}{Nb}\right)}}$$

$$t = \frac{17.2 - 3.65}{\sqrt{\left(\frac{952.8 + 135.218}{30 + 23 - 2}\right)\left(\frac{1}{30} + \frac{1}{23}\right)}}$$

$$t = \frac{13.55}{\sqrt{\left(\frac{1088.081}{51}\right)(0.02+0.04)}}$$

$$t = \frac{13.55}{\sqrt{(21.33)(0.06)}}$$

$$t = \frac{13.55}{\sqrt{1.27}}$$

$$t = \frac{13.55}{1.12}$$

$$t = 12.09$$

From the calculation of the data, it can be seen that there were differences score between two classes; experiment and control class. In order to find out the significant effect between two groups that applying English magazine media, the researcher analyzed the data by applying t_{test} formula to prove the hypothesis of this research. It was obtained that the value of $t_{\text{observation}}$ was 12.09.

In this research, the value of t_{table} for the degree freedom (df) 51 at level of significance 0.05 that the value of $t_{\text{observation}}$ (12.09) is higher that the value of t_{table} (2.009). it can be conclude that $12.09 > 2.009$.

This result showed that the alternative hypothesis (H_a) is accepted and null hypothesis was rejected, the hypothesis formulated as “there is significant effect of using English magazine on students’ achievement in writing analytical exposition text. It means that English magazine significantly affected students’ achievement in writing analytical exposition.

B. Discussion

As it was explained in chapter II that English magazine media would be an effective way to affect students' achievement in writing analytical exposition text. Students' were helped by their teacher to be able to write analytical exposition text. In teaching learning process there are many media that we can use in writing learning. One of media that we can use is visual media, in this study the researcher use English magazine. English magazine can be used by teacher to help students to solve their writing problem. It effectively helps students in generating their ideas; it guides them to see their ideas.

In traditional learning, media used is a single media or media single. the single media here is the medium used in the learning process is only one tool and the only way. Usually in traditional learning, the media used is the teacher itself. The point is, the slow speed of a learning process depends on the teacher. Teachers are also a medium because teachers are also a source of information for their students, and in this traditional learning, all knowledge information obtained by students depends on the teacher. It can make the students become passive.

So, English magazine is considered to be the most effective way of teaching analytical exposition text, because it enables the students to see more example article about analytical exposition text. By using English magazine media, it is assumed that the students' achievement in writing analytical exposition will be affected than using conventional media. It was proved (in experiment class was taught by using English magazine media)

that the media was helpful especially for the students who had no courage or comfortless to learn and ask individually.

Based on the explanation above, the researcher concluded that the implementation of English magazine media has significant effect on students' achievement in writing analytical exposition text.

CHAPTER V

CLOSING

A. Conclusion

Based on the research finding, the researcher concluded that there was significant effect of using English magazine media on students' achievement in writing analytical exposition text at second grade students of SMA Islam Al-Ulum Terpadu Medan. The total scores of experimental class in pre-test (x_1) = 1851 and the total score of experimental class in post-test (x_2) = 2367. It means the score of experimental class increased 516 point. The total scores of experimental class in pre-test (y_1) = 1350 and the total score of experimental class in post-test (y_2) = 1464. It means the score of experimental class increased 114 point.

Based on the statistical computation of t_{test} was found that the coefficient of $t_{\text{observation}} = 12.09$ where the value of $t_{\text{table}} = 2.009$. It means that alternative hypothesis (H_a) is accepted because $t_{\text{observation}} 12.09 > t_{\text{table}} 2.009$. It indicated that there was significant effect of using English magazine on students' achievement in writing analytical exposition text at second grade students of SMA Islam Al-Ulum Terpadu Medan.

B. Recommendation

Based on the conclusion, the researcher gives suggestions :

1. For the students, the students should learn more to increase their ability in writing analytical exposition text and should keep responsibility in their studying.
2. For the English teacher, the English teacher can use English magazine as alternative media in learning analytical exposition text, because it can help English teacher to make the learning activity not monotonous and enjoyable.
3. For other researchers who are interested in conducting same research have to explore knowledge in order to give more benefit on the research result.

C. Implications

Implications are drawn from the research finding. The research came with a finding that there is a significant effect on the students' achievement in writing analytical exposition text between students who are taught using English magazine and those who are taught without using English magazine media. Moreover, this research implies that the use of English magazine is needed in teaching writing analytical exposition.

Considering the conclusion drawn above, it implies that the use of words English magazine is capable to promote the improvement of students' writing skill in which it can be seen from the progress of the students' writing scores after giving treatment using English magazine media. It is expected that the English teachers are highly recommended to utilize English magazine media in teaching writing analytical exposition text in order to affect students' achievement in writing analytical exposition text.

Students are motivated and enjoyed in learning writing when they are taught by using English magazine media. Therefore, it implies that the use of English magazine media can keep students' interest and help them to understand what will they write in the easier way.

In summary, the use of English magazine media during the research can affect the students' achievement in writing analytical exposition text. Therefore, the application of English magazine media needs to be applied continuously in teaching writing analytical exposition. It is because the use of English magazine media can be effective media to help the students practice writing and create an enthusiastic learning process so that the standard of competence of learning process can be achieved, and also can make the learning process not monotonous.

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APPENDIX I

LESSON PLAN FOR EXPERIMENT CLASS

School	: SMA Islam Al-Ulum Medan
Subject	: English
Class/Term	: XI/ II
Material	: Analytical Exposition
Skill	: Writing
Time Allocation	: 2 X 45 Minutes

A. MAIN COMPETENCY

- KI 1 : Living and practicing the religious teachings it embraces
- KI 2 : Living and practicing honest, disciplined, responsible, caring (polite, cooperative, tolerant, peaceful) behavior, courteous, responsive and pro-active and showing attitudes as part of the solution to problems in interacting effectively with the social environment and nature and in placing ourselves as a reflection of the nation in the association of the world
- KI 3 : Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his knowledge of science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying procedural knowledge to specific field of study according to his or her talents and interests to solve problems
- KI 4 : Processing, reasoning, and recruiting in the realm of concrete and abstract realms related to the development of the self-study in the school independently, and able to use methods according to scientific rules.

B. BASIC COMPETENCE AND INDICATORS

BASIC COMPETENCE	INDICATOR
1.1. Grateful for the opportunity to learn English as the language of instruction International communication embodied in the spirit of learning.	1.1.1 Conducting activities in earnest during the learning process as a form of gratitude to learn English as the language of instruction International communication embodied in the spirit of learning.
2.2 Demonstrate honest, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends. 2.	2.2.1 Carry out confident and responsible behavior in carrying out transactional communication with teachers and friends. 2.2.2 Completed tasks based on self-employment. 2.2.3 Perform responsible duties.
2.3 Shows the behavior of responsibility, caring, cooperation, and peace love, in carrying out functional communication.	2.3.1 Implement the conduct of cooperation in carrying out group work with friends.
3.10 Analyze the social function, text structure, and linguistic elements of the analytical exposition texts about hot issue, in the context of use.	3.10.1 Mention the linguistic elements and structure of the text in the text.
4.14 Capturing meaning in the	4.14.1 Express the analytical

text of an analytical exposition on topics that are warmly spoken of publicly	<p>expositions verbally accurately, fluently and gratefully.</p> <p>4.14.2 Express analytical expositions in writing accurately, fluently and gratefully.</p>
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C. THE OBJECTIVES OF LEARNING

After the process of observing, questioning, gathering information / trying, associating, and communicating, learners can:

1. Mention the linguistic elements and the structure of the text in the text through the activities of analyzing the social functions and language features of the exposition texts in a disciplined manner.
2. Expressing the analytical expositions verbally accurately, fluently and thankfully through responsible group presentation activities.
3. Stating the text of the analytical exposition in writing with accurate, fluent and grateful through the activities of making the text of the exposition with the topic that has been provided.

D. MATERIAL

Analytical Exposition Text

- Social Function

The function of analytical exposition is to reveal the readers that something is an important case. The analytical exposition is to persuade the reader or listener that something in the case or that the idea is an important matter.

- Generic Structure

The generic structure of the analytical exposition genre basically consist of three main parts :

4. Thesis (usually includes a preview argument. It introduces topics and indicates the writer's position)
5. Arguments (consists of a point and elaboration sequence. The number of points may vary, but each must be supported by discussion and evidence)
6. Reiteration (restates the position more forcefully in the light of the arguments presented).

- Language Feature

There are some language features of an analytical exposition such as:

- Using present tense, e.g. *social media is fast becoming the premier avenue for people...*
- Using relevant conjunction (cause and effect), e.g. *by using social media, we can easily communicate*
- Enumeration is sometimes necessary to show the list of given arguments, e.g. *firstly, secondly, therefore.*
- Using verbs of being, verbs of having, and verbs of doing in predicate.
- Using passive voice, e.g. *more tools and features are introduced by social media sites.*

E. MODEL AND METHOD OF LEARNING

1. Model : Inquiry learning
2. Method : Ceramah, Discussion, Tanya jawab and Assignment

F. MEDIA AND SOURCE OF LEARNING

1. Media : Laptop, LCD, LKS, White Board and English Magazine
2. Source of material : English book

G. LEARNING ACTIVITIES

Learning Activities	List of Activities	Time Allocation
Opening	<ul style="list-style-type: none"> - Teacher come into class and directly greet them in English so that the English environment can be created directly in the first meeting. - Teacher invites students to start learning process by reciting do'a. - Teacher checks the list of attendees 	10 minutes
Main Activity	Ask	5 minutes
	<ul style="list-style-type: none"> - Students exchanged opinions with your friends. 	
	Explore & Observe <ul style="list-style-type: none"> - Teacher displays a power point slide about point point to be discussed today. Discussed about definition, generic Structure, Purpose, Language Features of analytical exposition. - Students seek explanation from each point. - Students write their opinions on paper. - Through the guidance of the teacher, the student explains their opinion of each point. 	10 minutes
	Associate <ul style="list-style-type: none"> - Students are divided into 4 or 5 groups. - Teacher distributes media of English magazine to each group. - Teacher guides students to pay attention to articles in English magazine - Teacher asks students to discuss about generic structure analysis from analytical text of expositions by using English magazine media. - Each group exchanges what they have discussed. 	15 minutes

	<p>Communicate</p> <ul style="list-style-type: none"> - In group as in the previous group, each group creates an analytical exposition text on the topic of "long holiday". - Each group presents what they have made in front of the class. 	40 minutes
Closing	<ul style="list-style-type: none"> - Teachers provide opportunities to ask questions for students or convey something they do not yet understand. - The teacher asked students to stand up and say a word for today's lesson. - Master closes learning by making sure there are no questions, motivating and inviting students to pray together. 	10 minutes

H. Assessment

1. Skill

- **Technique of assessment** : Work method
- **Form of Instrument** : Writing Test

No	Skill /Indicator	Instrumen
1	Students are asked to write analytical exposition text in groups and individuals	Student's writing

- Rubric of writing assessment

Component	Level	Criteria
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	Point	
1. Social function Scoring the content is based on the student's ability to write their ideas and information in the form of logical sentences.	Excellent to Very Good 30-27	Clear main idea, through the development of main idea, detailed and substantive, all material is relevant to main idea.
	Good to Average 26-22	Limited development of the main idea, mostly relevant to assigned topic, but lack of detailed and support.
	Fail to Poor 21-17	Limited knowledge of subject, little substance, inadequate development topic.
	Very Poor 16-13	Does not show the knowledge of subject, non substantive or not enough to evaluate.
2. General Identification Organization refers to the students ability to write their ideas and information such a good logical to topic and supporting sentence were clearly stated.	Excellent to Very Good 20-18	Well organized with introduction, body and conclusion for an essay, appropriate opened, body and conclusion for a letter, logical sequencing, well paragraph with topic sentence, expressing only one main idea.
	Good to Average 17-14	Paragraph, but not always logically or choppy, loosely organized but main idea stand out.
	Fail to Poor 13-10	Idea confusing an disconnected, lack logical sequencing or development, paragraph unclear or not existent.
	Very Poor 9-7	No paragraphing or organization or not enough to evaluate.
3. Description Vocabulary refers to the students' ability in using word or idiom to express idea logically. It is also	Excellent to Very Good 20-18	Effective word or idiom choice and usage, appropriate register.

refers to the ability to use synonym, antonym, prefix, and suffix exactly.		
	Good to Average 17-14	Adequate range, occasional errors of word or idiom choice and usage
	Fail to Poor 13-10	Limited range, frequent errors of word idiom form, choice and usage
	Very Poor 9-7	Little knowledge of English vocabulary, idioms, not enough evaluate
4. Language Feature The score of language use refers to the capacity of writing down the sentence simple complex, or compound sentences correctly and logically. It is also refers to the ability to use agreement in the sentences and some other word such as noun, adjective, and time signal and function correctly such as punctuation.	Excellent to Very Good 30-27	Effective complex compound constructions, few errors of agreement, tense, number, word order/function, article, pronoun, preposition
	Good to Average 26-22	Effective but simple construction, minor problem in complex constructions, several errors of agreement, tense, number, article, pronoun but meaning seldom obscured
	Fail to Poor 21-17	Major problem in simple complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronoun, preposition, meaning confuse
	Very Poor	Virtually no mastery of

	16-13	sentence construction rules, dominated by errors, does not communicate, or not enough evaluate
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2. Assessment of attitudes during observation

- Attitude during observation activities
- Attitude during discussion activities

No	Name	Confidence				Responsibility				Cooperation				Score
		1	2	3	4	1	2	3	4	1	2	3	4	
1														
2														
3														
4														
5														

Guidelines for Assessment of Students' Attitudes

Attitude	Score	Indicator
Confidence	4	Answer surely, correct, and do not change the answer
	3	Answer surely, not quite right, and do not change the answer
	2	Less sure to answer, not right, and do not change the answer
	1	Unsure to answer, incorrectly, and not changing the answer

	1	Unsure to answer, incorrectly, and not changing the answer
Responsibility	4	Express own opinion with a clear reason
	3	Express own opinion even with less obvious reasons
	2	Participate / disagree with partner's opinion during discussion by explaining the reasons
	1	Participate / disagree with partner's opinion during discussion
Cooperation	4	Looks compact during group discussions

	3	There are only a few who discuss in groups
	2	Only 2 people discuss in groups
	1	Only 1 person discussed in the group

Medan, Mei 2018

English Teacher

Researcher

Hildani Sari Harahap, S.Pd, M.Hum

Siti Rukmana Panjaitan
34.14.1.003

Approved by
Head Master of SMA Islam Al-Ulum Medan

Abdul Hidayat, S.Pd

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- Using verbs of being, verbs of having, and verbs of doing in predicate.
- Using passive voice, e.g. *more tools and features are introduced by social media sites.*

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Main Activity	Ask	5 minutes
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	Associate <ul style="list-style-type: none"> - Students are divided into 4 or 5 groups. - Teacher distributes media of English magazine to each group. - Teacher guides students to pay attention to articles in English magazine - Teacher asks students to discuss about generic structure analysis from analytical text of expositions by using English magazine media. - Each group exchanges what they have discussed. 	15 minutes

	<p>Communicate</p> <ul style="list-style-type: none"> - In group as in the previous group, each group creates an analytical exposition text on the topic of "long holiday". - Each group presents what they have made in front of the class. 	41 minutes
Closing	<ul style="list-style-type: none"> - Teachers provide opportunities to ask questions for students or convey something they do not yet understand. - The teacher asked students to stand up and say a word for today's lesson. - Master closes learning by making sure there are no questions, motivating and inviting students to pray together. 	10 minutes

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- **Technique of assessment** : **Work method**
- **Form of Instrument** : **Writing Test**

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	Fail to Poor 21-17	Limited knowledge of subject, little substance, inadequate development topic.
	Very Poor 16-13	Does not show the knowledge of subject, non substantive or not enough to evaluate.
2. General Identification Organization refers to the students ability to write their ideas and information such a good logical to topic and supporting sentence were clearly stated.	Excellent to Very Good 20-18	Well organized with introduction, body and conclusion for an essay, appropriate opened, body and conclusion for a letter, logical sequencing, well paragraph with topic sentence, expressing only one main idea.
	Good to Average 17-14	Paragraph, but not always logically or choppy, loosely organized but main idea stand out.
	Fail to Poor 13-10	Idea confusing an disconnected, lack logical sequencing or development, paragraph unclear or not existent.
	Very Poor 9-7	No paragraphing or organization or not enough to evaluate.
3. Description Vocabulary refers to the students' ability in using word or idiom to express	Excellent to Very Good 20-18	Effective word or idiom choice and usage, appropriate register.

idea logically. It is also refers to the ability to use synonym, antonym, prefix, and suffix exactly.		
	Good to Average 17-14	Adequate range, occasional errors of word or idiom choice and usage
	Fail to Poor 13-10	Limited range, frequent errors of word idiom form, choice and usage
	Very Poor 9-7	Little knowledge of English vocabulary, idioms, not enough evaluate
4. Language Feature The score of language use refers to the capacity of writing down the sentence simple complex, or compound sentences correctly and logically. It is also refers to the ability to use agreement in the sentences and some other word such as noun, adjective, and time signal and function correctly such as punctuation.	Excellent to Very Good 30-27	Effective complex compound constructions, few errors of agreement, tense, number, word order/function, article, pronoun, preposition
	Good to Average 26-22	Effective but simple construction, minor problem in complex constructions, several errors of agreement, tense, number, article, pronoun but meaning seldom obscured
	Fail to Poor 21-17	Major problem in simple complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronoun, preposition, meaning confuse

	Very Poor 16-13	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough evaluate
--	--------------------	--

2. Assessment of attitudes during observation

- Attitude during observation activities
- Attitude during discussion activities

No	Name	Confidence				Responsibility				Cooperation				Score
		1	2	3	4	1	2	3	4	1	2	3	4	
1														
2														
3														
4														
5														

Guidelines for Assessment of Students' Attitudes

Attitude	Score	Indicator
Confidence	4	Answer surely, correct, and do not change the answer
	3	Answer surely, not quite right, and do not change the answer
	2	Less sure to answer, not right, and do not change the answer
	1	Unsure to answer, incorrectly, and not changing the answer

Responsibility	4	Express own opinion with a clear reason
	3	Express own opinion even with less obvious reasons
	2	Participate / disagree with partner's opinion during discussion by explaining the reasons
	1	Participate / disagree with partner's opinion during discussion
Cooperation	4	Looks compact during group discussions
	3	There are only a few who discuss in groups
	2	Only 2 people discuss in groups

	1	Only 1 person discussed in the group
--	---	--------------------------------------

Medan, Mei 2018

English Teacher

Researcher

Hildani Sari Harahap, S.Pd, M.Hum

Siti Rukmana Panjaitan
34.14.1.003

Approved by
Head Master of SMA Islam Al-Ulum Medan

Abdul Hidayat, S.Pd

APPENDIX II

LESSON PLAN FOR CONTROL CLASS

School	: SMA Islam Al-Ulum Medan
Subject	: English
Class/Term	: XI/ II
Material	: Analytical Exposition
Skill	: Writing
Time Allocation	: 2 X 45 Minutes

A. MAIN COMPETENCY

- KI 1 : Living and practicing the religious teachings it embraces
- KI 2 : Living and practicing honest, disciplined, responsible, caring (polite, cooperative, tolerant, peaceful) behavior, courteous, responsive and pro-active and showing attitudes as part of the solution to problems in interacting effectively with the social environment and nature and in placing ourselves as a reflection of the nation in the association of the world
- KI 3 : Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his knowledge of science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying procedural knowledge to specific field of study according to his or her talents and interests to solve problems
- KI 4 : Processing, reasoning, and recruiting in the realm of concrete and abstract realms related to the development of the self-study

in the school independently, and able to use methods according to scientific rules.

B. BASIC COMPETENCE AND INDICATORS

BASIC COMPETENCE	INDICATOR
1.1. Grateful for the opportunity to learn English as the language of instruction International communication embodied in the spirit of learning.	1.1.1 Conducting activities in earnest during the learning process as a form of gratitude to learn English as the language of instruction International communication embodied in the spirit of learning.
2.2 Demonstrate honest, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends.	2.2.1 Carry out confident and responsible behavior in carrying out transactional communication with teachers and friends. 2.2.2 Completed tasks based on self-employment. 2.2.3 Perform responsible duties.
2.3 Shows the behavior of responsibility, caring, cooperation, and peace love, in carrying out functional communication.	2.3.1 Implement the conduct of cooperation in carrying out group work with friends.
3.10 Analyze the social function, text structure, and linguistic elements	3.10.1 Mention the linguistic elements and structure of the text in the text.

of the analytical exposition texts about hot issue, in the context of use.	
4.14 Capturing meaning in the text of an analytical exposition on topics that are warmly spoken of publicly	<p>4.14.1 Express the analytical expositions verbally accurately, fluently and gratefully.</p> <p>4.14.2 Express analytical expositions in writing accurately, fluently and gratefully.</p>

C. THE OBJECTIVES OF LEARNING

After the process of observing, questioning, gathering information / trying, associating, and communicating, learners can:

- a. Mention the linguistic elements and the structure of the text in the text through the activities of analyzing the social functions and language features of the exposition texts in a disciplined manner.
- b. Expressing the analytical expositions verbally accurately, fluently and thankfully through responsible group presentation activities.
- c. Stating the text of the analytical exposition in writing with accurate, fluent and grateful through the activities of making the text of the exposition with the topic that has been provided.

D. MATERIAL

Analytical Exposition Text

- Social Function

The function of analytical exposition is to reveal the readers that something is an important case. The analytical exposition is to persuade the reader or listener that something in the case or that the idea is an important matter.

- Generic Structure

The generic structure of the analytical exposition genre basically consist of three main parts :

10. Thesis (usually includes a preview argument. It introduces topics and indicates the writer's position)
11. Arguments (consists of a point and elaboration sequence. The number of points may vary, but each must be supported by discussion and evidence)
12. Reiteration (restates the position more forcefully in the light of the arguments presented).

- Language Feature

There are some language features of an analytical exposition such as:

- Using present tense, e.g. *social media is fast becoming the premier avenue for people...*
- Using relevant conjunction (cause and effect), e.g. *by using social media, we can easily communicate*
- Enumeration is sometimes necessary to show the list of given arguments, e.g. *firstly, secondly, therefore.*
- Using verbs of being, verbs of having, and verbs of doing in predicate.
- Using passive voice, e.g. *more tools and features are introduced by social media sites.*

E. MODEL AND METHOD OF LEARNING

5. Model : Inquiry learning
6. Method : Ceramah, Discussion, Tanya jawab and Assignment

F. MEDIA AND SOURCE OF LEARNING

5. Media : Laptop, LCD, LKS, White Board and English Magazine
6. Source of material : English book

G. LEARNING ACTIVITIES

Learning Activities	List of Activities	Time Allocation
Opening	<ul style="list-style-type: none"> - Teacher come into class and directly greet them in English so that the English environment can be created directly in the first meeting. - Teacher invites students to start learning process by reciting do'a. - Teacher checks the list of attendees 	10 minutes
Main Activity	Ask <ul style="list-style-type: none"> - Students exchanged opinions with your friends. 	5 minutes
	Explore & Observe <ul style="list-style-type: none"> - Teacher displays a power point slide about point to be discussed today. Discussed about definition, generic Structure, Purpose, Language Features of analytical exposition. - Students seek explanation from each point. - Students write their opinions on paper. - Through the guidance of the teacher, the student explains their opinion of each point. 	10 minutes
	Associate <ul style="list-style-type: none"> - Students are divided into 4 or 5 groups. - Teacher guides students to pay attention to articles in English magazine - Teacher asks students to discuss about generic structure analysis from analytical text of exposition. - Each group exchanges what they have discussed. 	15 minutes
	Communicate <ul style="list-style-type: none"> - In group as in the previous group, each group 	42 minutes

	<p>creates an analytical exposition text on the topic of "long holiday".</p> <ul style="list-style-type: none"> - Each group presents what they have made in front of the class. 	
Closing	<ul style="list-style-type: none"> - Teachers provide opportunities to ask questions for students or convey something they do not yet understand. - The teacher asked students to stand up and say a word for today's lesson. - Master closes learning by making sure there are no questions, motivating and inviting students to pray together. 	10 minutes

H. Assessment

1. Skill

- **Technique of assessment** : **Work method**
- **Form of Instrument** : **Writing Test**

No	Skill /Indicator	Instrumen
1	Students are asked to write analytical exposition text in groups and individuals	Student's writing

- Rubric of writing assessment

Component	Level Point	Criteria
1. Social function Scoring the content is based on the student's ability to write their ideas and information in the form of logical sentences.	Excellent to Very Good 30-27	Clear main idea, through the development of main idea, detailed and substantive, all material is relevant to main idea.
	Good to Average 26-22	Limited development of the main idea, mostly relevant to assigned topic, but lack of detailed and support.

	Fail to Poor 21-17	Limited knowledge of subject, little substance, inadequate development topic.
	Very Poor 16-13	Does not show the knowledge of subject, non substantive or not enough to evaluate.
2. General Identification Organization refers to the students ability to write their ideas and information such a good logical to topic and supporting sentence were clearly stated.	Excellent to Very Good 20-18	Well organized with introduction, body and conclusion for an essay, appropriate opened, body and conclusion for a letter, logical sequencing, well paragraph with topic sentence, expressing only one main idea.
	Good to Average 17-14	Paragraph, but not always logically or choppy, loosely organized but main idea stand out.
	Fail to Poor 13-10	Idea confusing an disconnected, lack logical sequencing or development, paragraph unclear or not existent.
	Very Poor 9-7	No paragraphing or organization or not enough to evaluate.
3. Description Vocabulary refers to the students' ability in using word or idiom to express idea logically. It is also refers to the ability to use synonym, antonym, prefix, and suffix exactly.	Excellent to Very Good 20-18	Effective word or idiom choice and usage, appropriate register.
	Good to Average 17-14	Adequate range, occasional errors of word or idiom choice and usage
	Fail to Poor 13-10	Limited range, frequent errors of word idiom form, choice and usage

	Very Poor 9-7	Little knowledge of English vocabulary, idioms, not enough evaluate
4. Language Feature The score of language use refers to the capacity of writing down the sentence simple complex, or compound sentences correctly and logically. It is also refers to the ability to use agreement in the sentences and some other word such as noun, adjective, and time signal and function correctly such as punctuation.	Excellent to Very Good 30-27	Effective complex compound constructions, few errors of agreement, tense, number, word order/function, article, pronoun, preposition
	Good to Average 26-22	Effective but simple construction, minor problem in complex constructions, several errors of agreement, tense, number, article, pronoun but meaning seldom obscured
	Fail to Poor 21-17	Major problem in simple complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronoun, preposition, meaning confuse
	Very Poor 16-13	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough evaluate

2. Assessment of attitudes during observation

- Attitude during observation activities
- Attitude during discussion activities

No	Name	Confidence				Responsibility				Cooperation				Score
		1	2	3	4	1	2	3	4	1	2	3	4	
1														
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Cooperation	4	Looks compact during group discussions
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English Teacher

Researcher

Hildani Sari Harahap, S.Pd, M.Hum

Siti Rukmana Panjaitan
34.14.1.003

Approved by
Head Master of SMA Islam Al-Ulum Medan

Abdul Hidayat, S.Pd

LESSON PLAN FOR CONTROL CLASS

School	: SMA Islam Al-Ulum Medan
Subject	: English
Class/Term	: XI/ II
Material	: Analytical Exposition
Skill	: Writing
Time Allocation	: 2 X 45 Minutes

A. MAIN COMPETENCY

- KI 1 : Living and practicing the religious teachings it embraces
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- KI 4 : Processing, reasoning, and recruiting in the realm of concrete and abstract realms related to the development of the self-study in the school independently, and able to use methods according to scientific rules.

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3.10 Analyze the social function, text structure, and linguistic elements of the analytical exposition texts about hot issue, in the context of use.	3.10.1 Mention the linguistic elements and structure of the text in the text.

4.14 Capturing meaning in the text of an analytical exposition on topics that are warmly spoken of publicly	<p>4.14.1 Express the analytical expositions verbally accurately, fluently and gratefully.</p> <p>4.14.2 Express analytical expositions in writing accurately, fluently and gratefully.</p>
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After the process of observing, questioning, gathering information / trying, associating, and communicating, learners can:

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There are some language features of an analytical exposition such as:

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- Using relevant conjunction (cause and effect), e.g. *by using social media, we can easily communicate*
- Enumeration is sometimes necessary to show the list of given arguments, e.g. *firstly, secondly, therefore.*
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E. MODEL AND METHOD OF LEARNING

7. Model : Inquiry learning

8. Method : Ceramah, Discussion, Tanya jawab and Assignment

F. MEDIA AND SOURCE OF LEARNING

7. Media : Laptop, LCD, LKS, White Board and English Magazine
8. Source of material : English book

G. LEARNING ACTIVITIES

Learning Activities	List of Activities	Time Allocation
Opening	<ul style="list-style-type: none"> - Teacher come into class and directly greet them in English so that the English environment can be created directly in the first meeting. - Teacher invites students to start learning process by reciting do'a. - Teacher checks the list of attendees 	10 minutes
Main Activity	Ask <ul style="list-style-type: none"> - Students exchanged opinions with your friends. 	5 minutes
	Explore & Observe <ul style="list-style-type: none"> - Teacher displays a power point slide about point to be discussed today. Discussed about definition, generic Structure, Purpose, Language Features of analytical exposition. - Students seek explanation from each point. - Students write their opinions on paper. - Through the guidance of the teacher, the student explains their opinion of each point. 	10 minutes

	<p>Associate</p> <ul style="list-style-type: none"> - Students are divided into 4 or 5 groups. - Teacher guides students to pay attention to articles in English magazine - Teacher asks students to discuss about generic structure analysis from analytical text of exposition. - Each group exchanges what they have discussed. 	15 minutes
	<p>Communicate</p> <ul style="list-style-type: none"> - In group as in the previous group, each group creates an analytical exposition text on the topic of "long holiday". - Each group presents what they have made in front of the class. 	11 minutes
Closing	<ul style="list-style-type: none"> - Teachers provide opportunities to ask questions for students or convey something they do not yet understand. - The teacher asked students to stand up and say a word for today's lesson. - Master closes learning by making sure there are no questions, motivating and inviting students to pray together. 	10 minutes

H. Assessment

1. Skill

- **Technique of assessment** : **Work method**
- **Form of Instrument** : **Writing Test**

No	Skill /Indicator	Instrumen
1	Students are asked to write analytical exposition text in groups and	Student's writing

	individuals	
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- **Rubric of writing assessment**

Component	Level Point	Criteria
1. Social function Scoring the content is based on the student's ability to write their ideas and information in the form of logical sentences.	Excellent to Very Good 30-27	Clear main idea, through the development of main idea, detailed and substantive, all material is relevant to main idea.
	Good to Average 26-22	Limited development of the main idea, mostly relevant to assigned topic, but lack of detailed and support.
	Fail to Poor 21-17	Limited knowledge of subject, little substance, inadequate development topic.
	Very Poor 16-13	Does not show the knowledge of subject, non substantive or not enough to evaluate.
2. General Identification Organization refers to the students ability to write their ideas and information such a good logical to topic and supporting sentence were clearly stated.	Excellent to Very Good 20-18	Well organized with introduction, body and conclusion for an essay, appropriate opened, body and conclusion for a letter, logical sequencing, well paragraph with topic sentence, expressing only one main idea.
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3. Description Vocabulary refers to the students' ability in using word or idiom to express idea logically. It is also refers to the ability to use synonym, antonym, prefix, and suffix exactly.	Excellent to Very Good 20-18	Effective word or idiom choice and usage, appropriate register.
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4. Language Feature The score of language use refers to the capacity of writing down the sentence simple complex, or compound sentences correctly and logically. It is also refers to the ability to use agreement in the sentences and some other word such as noun, adjective, and time signal and function correctly such as punctuation.	Excellent to Very Good 30-27	Effective complex compound constructions, few errors of agreement, tense, number, word order/function, article, pronoun, preposition
	Good to Average 26-22	Effective but simple construction, minor problem in complex constructions, several errors of agreement, tense, number, article, pronoun but meaning seldom obscured
	Fail to Poor 21-17	Major problem in simple complex constructions, frequent errors of negation, agreement, tense,

		number, word order/function, articles, pronoun, preposition, meaning confuse
	Very Poor 16-13	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough evaluate

2. Assessment of attitudes during observation

- Attitude during observation activities
- Attitude during discussion activities

No	Name	Confidence				Responsibility				Cooperation				Score
		1	2	3	4	1	2	3	4	1	2	3	4	
1														
2														
3														
4														
5														

Guidelines for Assessment of Students' Attitudes

Attitude	Score	Indicator
Confidence	4	Answer surely, correct, and do not change the answer
	3	Answer surely, not quite right, and do not change the answer
	2	Less sure to answer, not right, and do not change the answer
	1	Unsure to answer, incorrectly, and not changing the answer

Responsibility	4	Express own opinion with a clear reason
	3	Express own opinion even with less obvious reasons
	2	Participate / disagree with partner's opinion during discussion by explaining the reasons
	1	Participate / disagree with partner's opinion during discussion
Cooperation	4	Looks compact during group discussions
	3	There are only a few who discuss in groups
	2	Only 2 people discuss in groups
	1	Only 1 person discussed in the group

Medan, Mei 2018

English Teacher

Researcher

Hildani Sari Harahap, S.Pd, M.Hum

Siti Rukmana Panjaitan
34.14.1.003

Approved by
Head Master of SMA Islam Al-Ulum Medan

Abdul Hidayat, S.Pd

APPENDIX III

PRE-TEST SHEET

FOR BOTH EXPERIMENTAL AND CONTROL CLASS

Name_____ Class_____

The Test Instruction :

Write an analytical exposition text about surrounding phenomenon with the topic “ Long Holiday” and state your position in your writing.

POST-TEST SHEET
FOR BOTH EXPERIMENTAL AND CONTROL CLASS

Name_____

Class_____

The Test Instruction :

Write an analytical exposition text about surrounding phenomenon with the topic “ Long Holiday” and state your pision in your writing.

THE STUDENTS’ NAME OF EXPERIMENT CLASS
(XI IPA)

NO	STUDENTS’ NAME
1	Anisa Anggraini
2	Dina Khoirunnisa
3	Evis Amara Putri
4	Farhan Mukti Ali
5	Febri Pratiwi Saragih
6	Jihan Nur Aufa Hrp
7	M. Harliansyah Chan
8	M. Iqbal Dalimunthe
9	M. Naufal Al-Azmi
10	M. Noval Pratama
11	M. Wahidul Anom
12	M. Zafran
13	Nurhalimah
14	Nursa Afdillah
15	Rizky Arfandy HSB
16	Seintya Gimi Lestari
17	Suci Aria Alfani
18	M. Arif Yazid
19	M. Arif
20	Ahmad Fazri Srg
21	Ayu Andini
22	Anggi Valesti Vicca
23	Dimas Anggara
24	Imada Syaifullah D
25	Vanny Furita
26	Ahmad Thoriq Alfani
27	Galuh Septian Fazri

28	Yogi Elvin
29	Ismi Zahro
30	Imam Wahyu Ramadhan

APPENDIX VI

THE STUDENTS’ NAME OF CONTROL CLASS

(XI IPS)

NO	STUDENTS' NAME
1	Adrian Ramadhan
2	Agung Fathur Rahman
3	Aisyah
4	Aji Aldani
5	Alifa Adzra S
6	Arrindhy Rimaza L
7	Ayu Lestari
8	Faras Syahrani D
9	Fauzi Azhari Al- Aqsho
10	Malika Soraya P
11	Mutiara Azhari
12	Nabila Safitri Hrp
13	Oky Dedy Pratama
14	Putri Nur Alfisyahri
15	Rahmad Ivo Bayu R
16	Salsabila Naqiyyah M
17	Siti Humairoh
18	Siti Rahmah Rambey
19	Zaidah Tri Khofidah
20	M. Hafidz Syadid
21	Angel Raudatul I
22	Nabil Al- Farid
23	Ummi Kalsum

APPENDIX VII

Assessment of attitude during observation (Experiment Class)

No	Name	Confidence				Responsibility				Cooperation				Score
		1	2	3	4	1	2	3	4	1	2	3	4	
1				3				3					4	83

	Anisa Anggraini													
2	Dina Khoirunnisa			3				3					4	83
3	Evis Amara Putri				4				4				4	100
4	Farhan Mukti Ali			3			2					3		66
5	Febri Pratiwi Saragih				4				4				4	100
6	Jihan Nur Aufa Hrp			3			2					3		66
7	M. Harliansyah Chan			3				3					4	83
8	M. Iqbal Dalimunthe			3				3					4	83
9	M. Naufal Al-Azmi			3			2					3		66
10	M. Noval Pratama			3				3					4	83
11	M. Wahidul Anom			3			2					3		66
12	M. Zafran			3				3					4	83
13	Nurhalimah			3			2					3		66
14	Nursa Afdillah			3			2						4	75
15	Rizky Arfandy HSB			3			2					3		66
16	Seintya Gimi Lestari			3				3					4	83
17	Suci Aria Alfani			3				3					4	83
18	M. Arif Yazid			3			2						4	75
19	M. Arif			3				3				3		75
20	Ahmad Fazri Srg			3			2					3		66
21	Ayu Andini			3				3					4	83

22	Anggi Valesti Vicca			3				3					4	83
23	Dimas Anggara			3			2					3		66
24	Imada Syaifullah D			3				3				3		75
25	Vanny Furita			3			2						4	75
26	Ahmad Thoriq Alfani			3			2					3		66
27	Galuh Septian Fazri			3			2					3		66
28	Yogi Elvin			3			2					3		66
29	Ismi Zahro			3			2						4	75
30	Imam Wahyu Ramadhan			3			2					3		66

Final score = $\frac{Total\ Score}{12} \times 100 = 66$

Guidelines for Assessment of Students' Attitudes

Attitude	Score	Indicator
Confidence	4	Answer surely, correct, and do not change the answer
	3	Answer surely, not quite right, and do not change the answer
	2	Less sure to answer, not right, and do not change the answer
	1	Unsure to answer, incorrectly, and not changing the answer
Responsibility	4	Express own opinion with a clear reason
	3	Express own opinion even with less obvious reasons
	2	Participate / disagree with partner's opinion during discussion by explaining the reasons
	1	Participate / disagree with partner's opinion during discussion
Cooperation	4	Looks compact during group discussions
	3	There are only a few who discuss in groups
	2	Only 2 people discuss in groups
	1	Only 1 person discussed in the group

Approved by
English Teacher

Hildani Sari Harahap, S.Pd, M.Hum

APPENDIX VIII

Assessment of attitude during observation (Control Class)

No	Name	Confidence				Responsibility				Cooperation				Score
		1	2	3	4	1	2	3	4	1	2	3	4	
1	Adrian Ramadhan				4				4				4	100
2	Agung Fathur Rahman			3			2					3		66

3	Aisyah			3			2					3		66
4	Aji Aldani			3				3				3		75
5	Alifa Adzra S			3			2					3		66
6	Arrindhy Rimaza L					4			4				4	100
7	Ayu Lestari				3			3				3		75
8	Faras Syahrani D			3			2					3		66
9	Fauzi Azhari Al- Aqsho			3			2					3		66
10	Malika Soraya P			3				3					4	83
11	Mutiara Azhari			3			2					3		66
12	Nabila Safitri Hrp			3				3				3		75
13	Oky Dedy Pratama			3				3				3		75
14	Putri Nur Alfisyahri				4				4				4	100
15	Rahmad Ivo Bayu R			3			2					3		66
16	Salsabila Naqiyyah M			3			2					3		66
17	Siti Humairoh			3			2					3		66
18	Siti Rahmah Rambey			3				3				3		75
19	Zaidah Tri Khofidah			3			2					3		66
20	M. Hafidz Syadid			3				3				3		75
21	Angel Raudatul I			3			2					3		66
22	Nabil Al- Farid			3				3				3		75

23	Ummi Kalsum			3			2					3		66
----	-------------	--	--	---	--	--	---	--	--	--	--	---	--	----

Final score = $\frac{Total\ Score}{12} \times 100 = 66$

Guidelines for Assessment of Students' Attitudes

Attitude	Score	Indicator
Confidence	4	Answer surely, correct, and do not change the answer
	3	Answer surely, not quite right, and do not change the answer
	2	Less sure to answer, not right, and do not change the answer
	1	Unsure to answer, incorrectly, and not changing the answer
Responsibility	4	Express own opinion with a clear reason
	3	Express own opinion even with less obvious reasons
	2	Participate / disagree with partner's opinion during discussion by explaining the reasons
	1	Participate / disagree with partner's opinion during discussion
Cooperation	4	Looks compact during group discussions
	3	There are only a few who discuss in groups
	2	Only 2 people discuss in groups
	1	Only 1 person discussed in the group

Medan, Mei 2018

Approved by
English Teacher

Hildani Sari Harahap, S.Pd, M.Hum

APPENDIX IX

Worktable to Find Mean, Variant and Deviation Standard

of Experiment Class

- Pre-test Of Experiment Class

Score (Xi)	Fi	FiXi	Xi²	FiXi²
49	1	49	2401	2401
50	3	150	2500	7500
52	1	52	2704	2704
53	1	53	2809	2809
54	1	54	2916	2916
55	2	110	3025	6050
56	1	56	3136	3136
58	2	116	3364	6728
60	1	60	3600	3600
62	3	186	3844	11532
63	2	126	3969	7938
64	1	64	4096	4096

65	3	195	4225	12675
66	1	66	4356	4356
68	1	68	4624	4624
69	1	69	4761	4761
70	1	70	4900	4900
76	3	228	5776	17328
79	1	79	6241	6241
Σ	30	1851	73247	116295
Mean	61,7			
SD	8,84			
S²	72,01			

a. Mean

$$\bar{x} = \frac{\sum Fi Xi}{\sum Fi}$$

Where:

- \bar{x} = Mean of variable x
- $\sum FiXi$ = Total number of score
- $\sum Fi$ = Number of sample

So,

$$\begin{aligned} \bar{x} &= \frac{\sum Fi Xi}{\sum Fi} \\ &= \frac{1851}{30} \\ &= 61.7 \end{aligned}$$

b. Variant

Where:

- S^2 = Variant
- N = Number of sample

So,

$$\begin{aligned} S^2 &= \frac{\sum FiXi^2 - \frac{(\sum FiXi)^2}{n}}{\sum Fi - 1} \\ &= \frac{1851^2 - \frac{(\sum FiXi)^2}{30}}{30 - 1} \\ &= \frac{3488850 - 3426201}{29} \\ &= \frac{62649}{29} \end{aligned}$$

= 72.01

c. Standard Deviation

S = $\sqrt{S^2}$
= $\sqrt{72.01}$
= 8.84

- Post-test Of Experiment Class

Score (Xi)	Fi	Fi.Xi	Xi²	FiXi²
56	1	56	3136	3136
64	1	64	4096	4096
66	2	132	4356	8712
67	1	67	4489	4489
70	1	70	4900	4900
71	3	213	5041	15123
75	2	150	5625	11250
76	1	76	5776	5776
77	2	154	5929	11858
79	2	158	6241	12482
80	1	80	6400	6400
81	2	162	6561	13122
84	1	84	7056	7056
86	2	172	7396	14792
87	1	87	7569	7569
88	1	88	7744	7744
91	2	182	8281	16562
92	2	184	8464	16928
93	1	93	8649	8649
95	1	95	9025	9025
Σ	30	2367	126734	189669
Me	78,9			
SD	10,02			
S2	100,437			

a. Mean

$\bar{x} = \frac{\sum Fi Xi}{\sum Fi}$

Where:

\bar{x} = Mean of variable x

$\sum FiXi$ = Total number of score

$\sum Fi$ = Number of sample

So,

$$\begin{aligned}\bar{x} &= \frac{\sum F_i X_i}{\sum F_i} \\ &= \frac{2367}{30} \\ &= 78.9\end{aligned}$$

b. Variant

Where:

$$S^2 = \text{Variant}$$

$$N = \text{Number of sample}$$

So,

$$\begin{aligned}S^2 &= \frac{\sum F_i X_i^2 - \frac{(\sum F_i X_i)^2}{n}}{n - 1} \\ &= \frac{5602689 - \frac{(2367)^2}{30}}{30 - 1} \\ &= \frac{5411160 - 5373124}{29} \\ &= \frac{87381}{29} \\ &= 100.437\end{aligned}$$

c. Standard Deviation

$$\begin{aligned}S &= \sqrt{S^2} \\ &= \sqrt{100.437} \\ &= 10.02\end{aligned}$$

APPENDIX X

Worktable to Find Mean, Variant and Deviation Standard of Control Class

- Pre-test Control Class

Score (Xi)	Fi	Fixi	Xi²	FiXi²
46	1	46	2116	2116
49	1	49	2401	2401
50	1	50	2500	2500
51	1	51	2601	2601
52	1	52	2704	2704
53	1	53	2809	2809
57	3	171	3249	9747
59	1	59	3481	3481
60	3	180	3600	10800
61	1	61	3721	3721
62	2	124	3844	7688
63	1	63	3969	3969
67	1	67	4489	4489
68	1	68	4624	4624
69	1	69	4761	4761
70	1	70	4900	4900
71	1	71	5041	5041
76	1	76	5776	5776
Σ	23	1380	66586	84128
Me	60			
SD	7,76			
S²	60,36			

a. Mean

$$\bar{x} = \frac{\sum Fi Xi}{\sum Fi}$$

Where:

\bar{x} = Mean of variable x

$\sum FiXi$ = Total number of score

$\sum Fi$ = Number of sample

So,

$$\bar{x} = \frac{\sum Fi Xi}{\sum Fi}$$

$$= \frac{1380}{23}$$

$$= 60$$

b. Variant

Where:

S^2 = Variant

N = Number of sample

So,

$$\begin{aligned} S^2 &= \frac{\sum F_i X_i^2 - \frac{(\sum F_i X_i)^2}{n}}{\sum F_i} \\ &= \frac{1380 - \frac{1380^2}{23}}{23} \\ &= \frac{1934944 - 1904400}{23(22)} \\ &= \frac{30544}{506} \\ &= 60.36 \end{aligned}$$

c. Standard Deviation

$$\begin{aligned} S &= \sqrt{S^2} \\ &= \sqrt{60.36} \\ &= 7.76 \end{aligned}$$

- Post-test Control Class

Score (Xi)	Fi	FiXi	X ²	FiXi ²
51	1	51	2601	2601
53	1	53	2809	2809
54	1	54	2916	2916
55	2	110	3025	6050
58	1	58	3364	3364
60	3	180	3600	10800
62	2	124	3844	7688
63	3	189	3969	11907
65	2	130	4225	8450
66	1	66	4356	4356
70	1	70	4900	4900
71	1	71	5041	5041
72	1	72	5184	5184
76	1	76	5776	5776
80	2	160	6400	12800
Σ	23	1464	62010	94642
Mean	63.65			
SD	8.13			
S ²	66.14			

a. Mean

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

$$\bar{x} = \text{Mean of variable } x$$

$$\sum F_i X_i = \text{Total number of score}$$

$$\sum F_i = \text{Number of sample}$$

So,

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

$$= \frac{1464}{23}$$

$$= 63.65$$

b. Variant

Where:

$$S^2 = \text{Variant}$$

$$N = \text{Number of sample}$$

So,

$$\begin{aligned} S^2 &= \frac{\sum F_i X_i^2 - \frac{(\sum F_i X_i)^2}{\sum F_i}}{n - 1} \\ &= \frac{1464^2 - \frac{(1464)^2}{23}}{23 - 1} \\ &= \frac{2176766 - 2143296}{22} \\ &= \frac{33470}{22} \\ &= 1521.36 \end{aligned}$$

c. Standard Deviation

$$S = \sqrt{S^2}$$

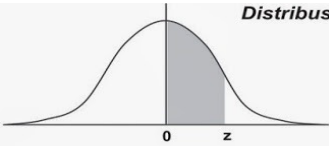
$$= \sqrt{1521.36}$$

$$= 39.01$$

APPENDIX XI

TABLE DSTRIBUTION NORMAL BAKU 0-Z

Kumulatif sebaran frekuensi normal
(Area di bawah kurva normal baku dari 0 sampai z)



Distribusi Z

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
2.7	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
2.8	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981
2.9	0.4981	0.4982	0.4982	0.4983	0.4984	0.4984	0.4985	0.4985	0.4986	0.4986
3.0	0.4987	0.4987	0.4987	0.4988	0.4988	0.4989	0.4989	0.4989	0.4990	0.4990
3.1	0.4990	0.4991	0.4991	0.4991	0.4992	0.4992	0.4992	0.4992	0.4993	0.4993
3.2	0.4993	0.4993	0.4994	0.4994	0.4994	0.4994	0.4994	0.4995	0.4995	0.4995
3.3	0.4995	0.4995	0.4995	0.4996	0.4996	0.4996	0.4996	0.4996	0.4996	0.4997
3.4	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4998
3.5	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998
3.6	0.4998	0.4998	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999
3.7	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999
3.8	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999
3.9	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000

Dipergunakan untuk kepentingan Praktikum dan Kuliah Statistika Agrotek cit. Ade

Source : <http://jam-statistic.blogspot.co.id/2014/04/cara-menentukan-nilai-alpha-dengan.html>

APPENDIX XII

THE CRITICAL VALUE LILIEFORS TEST

Ukuran Sampel	Taraf Nyata (α)				
	0,01	0,05	0,10	0,15	0,20
n = 4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,022	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,189	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
n > 30	$\frac{1,031}{\sqrt{n}}$	$\frac{0,886}{\sqrt{n}}$	$\frac{0,805}{\sqrt{n}}$	$\frac{0,768}{\sqrt{n}}$	$\frac{0,736}{\sqrt{n}}$

Source: Sudjana. *Metoda Statistika*. Bandung: Tarsito, 2002

APPENDIX XIII

PERCENTAGE POINTS OF T DISTRIBUTION

DF	A	0.80	0.90	0.95	0.98	0.99	0.995	0.998	0.999
	P	0.20	0.10	0.05	0.02	0.01	0.005	0.002	0.001
1		3.078	6.314	12.706	31.820	63.657	127.321	318.309	636.619
2		1.886	2.920	4.303	6.965	9.925	14.089	22.327	31.599
3		1.638	2.353	3.182	4.541	5.841	7.453	10.215	12.924
4		1.533	2.132	2.776	3.747	4.604	5.598	7.173	8.610
5		1.476	2.015	2.571	3.365	4.032	4.773	5.893	6.869
6		1.440	1.943	2.447	3.143	3.707	4.317	5.208	5.959
7		1.415	1.895	2.365	2.998	3.499	4.029	4.785	5.408
8		1.397	1.860	2.306	2.897	3.355	3.833	4.501	5.041
9		1.383	1.833	2.262	2.821	3.250	3.690	4.297	4.781
10		1.372	1.812	2.228	2.764	3.169	3.581	4.144	4.587
11		1.363	1.796	2.201	2.718	3.106	3.497	4.025	4.437
12		1.356	1.782	2.179	2.681	3.055	3.428	3.930	4.318
13		1.350	1.771	2.160	2.650	3.012	3.372	3.852	4.221
14		1.345	1.761	2.145	2.625	2.977	3.326	3.787	4.140
15		1.341	1.753	2.131	2.602	2.947	3.286	3.733	4.073
16		1.337	1.746	2.120	2.584	2.921	3.252	3.686	4.015
17		1.333	1.740	2.110	2.567	2.898	3.222	3.646	3.965
18		1.330	1.734	2.101	2.552	2.878	3.197	3.610	3.922
19		1.328	1.729	2.093	2.539	2.861	3.174	3.579	3.883
20		1.325	1.725	2.086	2.528	2.845	3.153	3.552	3.850
21		1.323	1.721	2.080	2.518	2.831	3.135	3.527	3.819
22		1.321	1.717	2.074	2.508	2.819	3.119	3.505	3.792
23		1.319	1.714	2.069	2.500	2.807	3.104	3.485	3.768
24		1.318	1.711	2.064	2.492	2.797	3.090	3.467	3.745
25		1.316	1.708	2.060	2.485	2.787	3.078	3.450	3.725
26		1.315	1.706	2.056	2.479	2.779	3.067	3.435	3.707
27		1.314	1.703	2.052	2.473	2.771	3.057	3.421	3.690
28		1.313	1.701	2.048	2.467	2.763	3.047	3.408	3.674
29		1.311	1.699	2.045	2.462	2.756	3.038	3.396	3.659
30		1.310	1.697	2.042	2.457	2.750	3.030	3.385	3.646
31		1.309	1.695	2.040	2.453	2.744	3.022	3.375	3.633
32		1.309	1.694	2.037	2.449	2.738	3.015	3.365	3.622
33		1.308	1.692	2.035	2.445	2.733	3.008	3.356	3.611
34		1.307	1.691	2.032	2.441	2.728	3.002	3.348	3.601

35			1.306	1.690	2.030	2.438	2.724	2.996	3.340	3.591
36			1.306	1.688	2.028	2.434	2.719	2.991	3.333	3.582
37			1.305	1.687	2.026	2.431	2.715	2.985	3.326	3.574
38			1.304	1.686	2.024	2.429	2.712	2.980	3.319	3.566
39			1.304	1.685	2.023	2.426	2.708	2.976	3.313	3.558
40			1.303	1.684	2.021	2.423	2.704	2.971	3.307	3.551
42			1.302	1.682	2.018	2.418	2.698	2.963	3.296	3.538
44			1.301	1.680	2.015	2.414	2.692	2.956	3.286	3.526
46			1.300	1.679	2.013	2.410	2.687	2.949	3.277	3.515
48			1.299	1.677	2.011	2.407	2.682	2.943	3.269	3.505
50			1.299	1.676	2.009	2.403	2.678	2.937	3.261	3.496
60			1.296	1.671	2.000	2.390	2.660	2.915	3.232	3.460
70			1.294	1.667	1.994	2.381	2.648	2.899	3.211	3.435
80			1.292	1.664	1.990	2.374	2.639	2.887	3.195	3.416
90			1.291	1.662	1.987	2.369	2.632	2.878	3.183	3.402
100			1.290	1.660	1.984	2.364	2.626	2.871	3.174	3.391
120			1.289	1.658	1.980	2.358	2.617	2.860	3.160	3.373
150			1.287	1.655	1.976	2.351	2.609	2.849	3.145	3.357
200			1.286	1.652	1.972	2.345	2.601	2.839	3.131	3.340
300			1.284	1.650	1.968	2.339	2.592	2.828	3.118	3.323
500			1.283	1.648	1.965	2.334	2.586	2.820	3.107	3.310
∞			1.282	1.645	1.960	2.326	2.576	2.807	3.090	3.291